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ABSTRACT

This curriculum guide became official in September 1989, and is one of three composing the senior high home economics curriculum in Canada. It includes 9 major concepts for grade 10: caregiving, careers and volunteer activities related to children, studying children, fundamentals of development, prenatal development, birth, the infant, the preschool child, and the role of the caregiver in parenting. For grade 11, 9 major concepts are included: human needs, studying children, the nurturing environment, physical growth and development, intellectual development, emotional development, social development, play, and the importance of parenting. For grade 12, 10 major concepts are included: human development, personal development, self-management, preparation for life work, social development, relationships, family and society, family management, building a family, and the changing family. All major concepts are accompanied by major objectives. Each major concept is broken down into subconcepts, each of which includes a generalization. Student objectives and student activities are included as well as a listing of approved and recommended books for family studies. A 25-item bibliography is included. (CML)

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Manitoba Education

1988

family studies 10-12

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Family Studies 10-12 replaces The Human Journey: A Study in Human Development 201 and Family Groupings 301 as well as related content in Home Economics 101, Home Economics 201, and Home Economics 301. Teachers are encouraged to begin phasing in the new curriculum during the 1988 school year. The program becomes official curriculum in September, 1989.

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OVERVIEW

RATIONALE

"Home Economics is the only profession and body of knowledge which focuses on the family as its core and nucleus and works predominantly in a preventative, educational developmental mode, rather than remediation therapy or crisis intervention."[1]

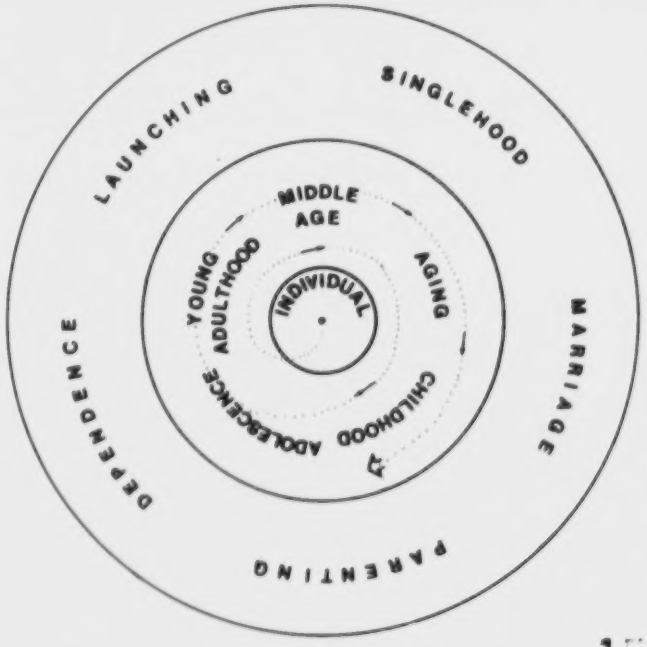
Home Economics builds upon the knowledge base of the human and natural sciences. It also integrates the theories and practices of those processes involved in daily living. Home Economics addresses the needs of our changing society and provides for lifelong learning in the areas of foods and nutrition, clothing, housing and design and family studies. The philosophy of the senior high school Home Economics curriculum emphasizes the growth and development of individuals and their environment. The program aspires to help increase the resourcefulness of young people and help them to live satisfying lives.

In a society of rapid change, the family is at risk. Home Economics deals in a developmental and preventative mode with the stresses that families are encountering today.

- family conflict and relationship breakdown
- child and family abuse
- family mobility
- changing technology
- substance abuse
- media
- unemployment (reduced income)
- single-parent families
- suicide
- adolescent mothers who keep their children
- self-inflicted lifestyle diseases
- consumer debt
- multicultural society
- housing

These stresses of everyday living have exerted pressures on the family as it has evolved, resulting in a diversity of family groupings. The evolution of the family is illustrated in the following diagram.

FAMILY LIFE CYCLE



[1] Kinsey B. Green, "Advocates for the Family: A Global Crisis," Journal of Home Economics, 1982.

The Family Lifecycle refers to an individual's travel through stages as he/she ages chronologically. All stages may not be experienced by all individuals or may not occur sequentially.

Because of the importance of the family as the foundation upon which society is built, and because of the tremendous changes families and society are experiencing, adolescents today will benefit from courses which emphasize personal decision making, management skills, and personal and family development. Home Economics can help young people face the challenge of an increasingly complex and ever changing world. The Home Economics curriculum strives to help students recognize that they, through individual as well as joint efforts, can improve the standards and conditions for all, thus leading to an improved quality of life for themselves, their families and the rest of society.

In order to provide students with the necessary skills, knowledge and abilities to meet these challenges, this curriculum has been designed to allow for maximum flexibility. Whereas the previous curriculum conisted of ten separate documents, this curriculum has been simplified and consists of only three documents. Within each of these documents, it is possible to select major concepts which would be appropriate to any and all of the three grade levels. In addition, learning activities are suggested which can be adapted to all levels of learners and any classroom setting throughout the province. In this way, this new curriculum guide can address the goals and needs of all schools.

PROGRAM GOALS

The goals of the Home Economics program are to:

- Promote awareness of existing social, physical, economic and cultural conditions affecting individuals, homes and families.
- Encourage students to be analytical, evaluative and creative in thought and action.
- Help students to recognize that quality of life may be influenced by decisions and choices made throughout life.
- Develop in students management skills that are both manipulative and cognitive.
- Help students to identify and evaluate personal and environmental resources in effective lifestyle management.
- Help students to develop an ability to evaluate and affect societal change for the future.
- Help students to recognize that education for an optimal quality of life is a lifelong process.

PROGRAM OBJECTIVES FOR FAMILY STUDIES

Grade 10

- To define caregiving and parenting.
- To identify ways students perform a parenting or caregiving role.
- To conclude that the care of children is a global responsibility.
- To identify and evaluate the characteristics of a nurturing environment.

- To conclude that the ultimate goal of any caregiving environment is to help the child grow to his or her fullest potential.
- To identify careers, part-time jobs and volunteer activities related to children and child care.
- To determine the qualifications necessary for individuals interested in careers or activities related to children.
- To analyze how specific careers contribute to a child's development.
- To recognize observation techniques useful to the study of children.
- To examine the role of the observer.
- To identify ways of recording observations and factors affecting observations.
- To identify the needs of children.
- To define terms related to the process of human development.
- To recognize that all human beings have basic needs.
- To define and describe the major components of human development.
- To recognize that human growth and development occurs in predictable stages and sequences.
- To recognize that although growth and development occur in a predictable sequence, children develop at varying rates.
- To recognize the influence of heredity and environment on a child's development.
- To examine the interaction of heredity and environment on a child's development.
- To recognize the importance of helping a child to build a positive self-concept.
- To evaluate the importance of understanding human development.
- To define the terms important to prenatal development.
- To identify the functions of the female and male reproductive organs.
- To describe the processes involved in reproduction.
- To define the terms of genetic inheritance.

- To describe the process of meiosis.
- To identify that gender is determined by the sperm.
- To become aware of the dominant and recessive factors in the gene pool.
- To predict genetic inheritance.
- To identify and examine the characteristics of hereditary medical conditions.
- To examine current research dealing with health preceding conception.
- To examine reasons why very young mothers are at risk during pregnancy.
- To discover the risks to mother and child associated with pregnancy over the age of thirty-five.
- To discover how multiple births occur and to differentiate between fraternal and identical twins.
- To identify causes of infertility.
- To differentiate between an embryo and a fetus.
- To identify the three principal stages of gestation.
- To describe the growth and development which occurs during these stages of gestation.
- To examine current research on the topic of prenatal abilities and learning.
- To outline the nutritional needs of pregnant women.
- To examine current information on the effects of prenatal nutrition.
- To compare current medical recommendations to those of the past.
- To recognize and analyze which women would most likely be subject to the risk of nutritional deficiency during pregnancy.
- To become aware of all drugs and drug sources which may be available to the pregnant female.
- To discover the effects of some drugs on the embryo or fetus.
- To become aware of the importance of good physical health.
- To become aware of maternal health conditions and their possible effects on the developing embryo or fetus.

- To recognize environmental factors which may affect the developing fetus.
- To examine the degree to which the emotional well-being of the mother can affect the embryo or fetus.
- To recognize the emotional supports available to the pregnant female.
- To evaluate the importance of the father or partner in the pregnancy experience.
- To discuss and evaluate some common superstitions and misbeliefs about pregnancy.
- To examine the prenatal diagnostic techniques currently being used.
- To become aware of the advantages, disadvantages and limitations of the different diagnostic techniques.
- To assess the conditions under which such testing is deemed necessary.
- To describe the preparation involved in equipping a home for a new baby.
- To assess the family and lifestyle changes that are likely to occur when a new baby arrives.
- To become aware and evaluate the importance of prenatal education for all parents-to-be.
- To describe the three stages of the birth process.
- To become aware of other delivery procedures.
- To identify the medical attention neonates receive at birth.
- To become aware of the physical characteristics of the newborn.
- To examine the physiological adjustments enabling a neonate to become an independent organism.
- To assess the importance of human contact and attachment between the newborn and the caregivers.
- To identify the basic needs of the infant.
- To recognize that feeding is essential to proper physical growth and development.
- To recognize that as babies grow, they need a variety of foods to get all the necessary nutrients.

- To analyze the importance of the parents' or caregivers' attitudes towards food in helping to encourage good eating habits in children in their care.
- To recognize that elimination is a sign of a normally developing infant.
- To examine way to make routine baby care into recreational or social times.
- To discuss proper bathing techniques.
- To recognize that bathing a child is a good opportunity for exercising, playing and socializing.
- To compile a list of essential clothing items for any newborn.
- To evaluate the suitability of available clothing items for infants.
- To become aware of the infant's physical need for sleep.
- To describe the environmental conditions required to adequately meet a baby's sleep needs.
- To examine currently available toys for their ability to meet the baby's exercise needs.
- To develop exercise strategies suitable for infants and older babies.
- To become aware of physical changes in the infant.
- To describe infant reflex behavior.
- To analyze reflexes in terms of their function.
- To identify the sensory abilities of the infant.
- To recognize that caregivers can enrich the sensory learning experience of infants.
- To identify the developmental stages of locomotion.
- To observe the process of large muscle development during infancy.
- To devise theories regarding the progressive physical development of human beings.
- To discover that small muscle development is progressive.
- To identify the developmental stages of manipulation.
- To recognize the importance of environment to the process of motor development.

- To define intellectual development.
- To discover that infants develop the ability to remember very early in life.
- To identify the stages through which all children learn a language.
- To examine the environmental influences that affect an infant's use of intellectual abilities.
- To examine the influence of the primary caregiver on early language development.
- To identify early emotional and social behavior in infants.
- To recognize that there are different crying patterns which communicate pain, hunger, need for comfort or anger.
- To contrast the effects of parental response to crying on babies' emotional/social development.
- To define attachment.
- To examine attachment behavior which appears to be universal.
- To recognize that attachment behavior may result in a normal response known as "stranger anxiety."
- To assess the role of the mother in establishing attachment behavior.
- To assess the significance of the father/infant relationship.
- To evaluate important social and emotional goals of childraising.
- To identify medical procedures necessary to protect an infant's health.
- To identify the major diseases children need protection against through immunization.
- To create a risk-free environment for infants.
- To discover the importance of establishing routines for the infant.
- To examine toys and games and analyze them in terms of their ability to contribute to the development of the baby.
- To define and differentiate between guidance, discipline and punishment.

- To discover and conclude that guiding an infant's behavior is fundamental to its development.
- To evaluate forms of guidance in terms of their effectiveness.
- To recognize the basic needs of all preschoolers.
- To become aware of physical, emotional, social and intellectual changes in the preschooler's needs.
- To become aware of the physical changes occurring in the preschool child.
- To trace and determine the progressive development of gross motor skills of preschoolers.
- To recognize ways parents and caregivers can encourage large muscle development in children and provide for their safety.
- To recognize progressive changes in the fine motor coordination of preschoolers.
- To identify and observe landmark skills in the small muscle development of young children.
- To recognize individual differences between children of the same age.
- To develop activities which are suitable for preschool children and which encourage eye-hand coordination.
- To discover the nutritional needs of children.
- To assess the effects of nutrition on a child's growth and development.
- To become aware of appropriate food choices for preschoolers.
- To become aware of common behavior related to food intake which may be detrimental to a child's health.
- To design a plan for encouraging children to learn proper nutrition and good eating habits.
- To determine a child's readiness for toilet training.
- To discover the problems that can occur during the process of toilet training.
- To become aware of common childhood illnesses.
- To identify the warning signs of illness or poor health in early childhood.
- To discover how a caregiver can prepare children for a visit to the doctor or hospital.

- To prepare a safety checklist identifying the possible accident-prone areas in a child's environment.
- To assess the hereditary and environmental influences which can affect a child's intellectual development.
- To identify and analyze the intellectual capabilities of preschoolers.
- To evaluate the readiness of preschoolers to learn increasingly complicated intellectual tasks.
- To discover the process by which human beings acquire language skills.
- To evaluate techniques for stimulating and expanding verbal communication.
- To identify and discuss important social and emotional goals for the preschool child that caregivers work towards.
- To recognize the importance of the caregiver to the emotional and social development of the preschool child.
- To examine the emotions common to childhood and observe how children express emotions.
- To describe aggressive behavior in children and infer its causes.
- To discover that a certain amount of aggression is normal in children and that children need opportunities to express their aggression.
- To identify the process of socialization.
- To become aware of the meaning of sex roles and how children learn their sexual identity.
- To recognize the importance of friendships in the socialization process.
- To discuss the role of the caregiver in a child's ability to develop relationships.
- To identify the role of play in physical, social, emotional, and intellectual development of children.
- To recognize that patterns of play parallel patterns and stages of a child's development.
- To assess the importance of the caregiver's role in children's play.

- To examine the importance of empathy in developing good parent/child relationships.
- To illustrate that listening can enhance parent/child relationships.
- To discover that providing the child with encouragement helps create a warm, emotional home environment and helps to establish the groundwork for success in the future.
- To recognize that parenthood requires total acceptance of the child and the responsibilities that are inherent in parenting.
- To define the term "parenting."
- To identify the realities and myths of parenthood.
- To recognize the advantage of planning if, when and how many children are wanted.
- To examine the factors that influence family planning decisions.
- To evaluate factors influencing the number and spacing of children.
- To become aware of the tremendous cost of raising a child to adulthood.
- To evaluate the importance of meeting a child's basic needs to ensure proper development.
- To become aware of the necessity of a safe environment for children of various ages.
- To outline procedures to be followed when an accident occurs.
- To recognize that regular medical checkups and daily health routines are excellent preventative measures for keeping children healthy.
- To analyze societal requirements for successful integration into the community.
- To predict the consequences of failing to learn adequate life skills.
- To examine techniques for developing self-reliance in children.
- To discuss critically the contribution of a developing sense of responsibility and direction towards the total growth of the child.

- To distinguish between different parenting styles.
- To predict the outcome of various parenting styles on the behavior of children.
- To become aware of techniques for dealing with common behavior problems.

Grade 11

- To discover that all human beings have the same basic needs.
- To examine Maslow's theory of human needs.
- To assess the validity of this theory.
- To identify the needs of children.
- To recognize that practical experience in observing and working with children assists in the understanding of child development.
- To identify places or situations in which children can be observed.
- To recognize observation techniques useful to the study of children.
- To examine the role of the observer.
- To identify ways of recording observations and factors affecting observations.
- To identify the qualities of a nurturing environment.
- To define self-concept.
- To define physical environment.
- To identify the numerous and varied physical environments in which children can develop.
- To describe how the physical environment helps children meet their developmental needs.
- To design a physical setting which will meet the needs of children.
- To define "human environment."
- To identify individuals who come in contact with the child.
- To define a nurturing caregiver.
- To evaluate the effectiveness of the caregiver in meeting children's needs.
- To create a warm, nurturing human environment in which to care for children.
- To discuss critically the relationship between meeting developmental needs and building self-concept.
- To define terms and concepts related to physical growth and motor development in children.
- To illustrate the process of physical development.
- To observe the progressive physical development of children.
- To examine and observe principles of Gesell's theory.
- To recognize progressive changes in gross-motor skills of children.
- To become aware of individual differences in gross-motor skills between children of the same age and factors that affect a child's rate of development.
- To devise activities that will encourage the development of gross-motor skills and that are appropriate for certain ages of children.
- To recognize progressive changes in the small-motor coordination of children.
- To become aware of individual differences in small-motor coordination between children of the same age and factors that affect a child's rate of development.
- To develop strategies to help children improve their small-muscle coordination.
- To examine the typical physical growth patterns of children.
- To identify the typical motor-development patterns of children.
- To assess the effects of physical growth on self-concept.
- To recognize that daily and regular routines are excellent preventive measures for keeping children safe and healthy.
- To devise techniques for caregivers to maintain the health and safety of children.
- To recognize the importance of nutrition to the development of children.

- To select and prepare food appropriate for children of all ages.
- To develop strategies encouraging children to learn habits promoting nutrition.
- To recognize the importance of routine health care in preventing illness.
- To develop techniques for encouraging children to take responsibility for their own medical and dental care.
- To recognize the importance of meeting the sleep and rest requirements of children.
- To assess the importance of exercise for children.
- To evaluate currently available toys and play equipment in terms of their ability to meet the exercise needs of children.
- To develop and evaluate exercise strategies suitable for children of different ages and abilities.
- To assess the relationship between self-concept and body care and cleanliness.
- To identify important criteria for selecting clothing appropriate for children.
- To examine ways children's clothing can enhance learning and development.
- To create suitable children's clothing designs.
- To define terms and concepts related to intellectual development in children.
- To identify the progression of intellectual development.
- To examine the principles of Piaget's theory.
- To discover the learning that occurs through modelling.
- To observe how children learn by trial and error.
- To define the learning process known as conditioning.
- To assess how children learn through conditioning.
- To recognize that learning takes place through repetition.
- To become aware of the influence of heredity on intellectual development.
- To examine current medical information on the importane of the prenatal environment on intellectual development.
- To evaluate the physical environment in terms of its ability to provide for intellectual development.
- To assess the role or importance of the caregiver in fostering intellectual development.
- To analyze the importance of motivation for learning and developing self-concept.
- To define terms related to special needs.
- To become aware of how caregivers can help children who have special needs.
- To discuss critically the importance of the school experience on a child's ability to learn.
- To define terms and concepts related to emotional development in children.
- To define the process of emotional development.
- To examine principles of Freud's psychoanalytical theory.
- To assess how a child learns to give and accept love.
- To examine common childhood fears.
- To discover the causes or sources of children's fears.
- To devise ways of helping children deal with their fears.
- To recognize that caregivers can help children learn to deal with anger.
- To become aware of situations that may create jealousy in children.
- To develop strategies for understanding and resolving feelings of jealousy.
- To recognize situations or changes in life which may result in stress for the child.
- To recognize behavior associated with stressful situations.
- To become aware of ways to help children deal with emotional stress.
- To define terms and concepts related to social development in children.

- To define the process of social development.
- To examine the principles of Erikson's theory.
- To discover the developmental tasks that accompany the socialization process.
- To identify the goals of socialization.
- To recommend strategies for caregivers to help children with the socialization process.
- To assess the social importance of language acquisition.
- To develop techniques for stimulating and expanding verbal communication.
- To assess how children learn their gender identity.
- To analyze the significance of sex-role identity.
- To evaluate the importance of role models.
- To examine how the family influences social development.
- To evaluate the importance of friendships to social development.
- To identify the significant factors that affect socialization.
- To identify the characteristics of play.
- To assess how play contributes to the physical, intellectual, social and emotional development of a child.
- To describe how caregivers can encourage a child's development through play.
- To describe and observe how play changes as children mature.
- To identify different types of play.
- To analyze how different types of play help children learn.
- To analyze toys in terms of their ability to contribute to the social, intellectual, emotional and physical development of a child.
- To recognize that caregivers and children benefit from play.
- To identify the universal values.
- To become aware of ways in which caregivers can help children set and achieve personal goals.
- To identify ways in which caregivers can encourage responsible behavior in children.
- To identify moral behavior learned early in life.
- To examine the principles of Kohlberg's theory.
- To assess the level of conscience or moral development in children of different ages.
- To generalize how children learn moral behavior.
- To examine the importance of listening skills in developing good caregiver/child relationships.
- To define and differentiate between discipline and punishment.
- To distinguish between different discipline or parenting styles and predict their outcome on a child's behavior.
- To become aware of common behavior problems in children and techniques for dealing with them.
- To develop ideas for fostering positive behavior in a child.
- To identify and assess community support services which are available to parents.
- To become familiar with recognized parent-training programs.
- To identify the goals of current parent-education programs.
- To evaluate the significance of community resources and parenting programs.

Grade 12

- To identify basic human needs.
- To examine Maslow's theory of human needs.
- To analyze the relationship between human needs and behavior.
- To define terms and concepts related to the development of adolescence.
- To recognize and analyze the influence of heredity on an individual's growth and development.
- To recognize and assess the effects of the environment on the individual.

- To examine the interrelationship between heredity and environment and their influence on the individual.
- To define terms and concepts related to physical changes taking place during adolescence.
- To discuss critically how the rapid body changes during adolescence affect self-concept and personality.
- To examine the intellectual development of adolescents.
- To identify common feelings and emotions of the adolescent.
- To recognize that emotional control during adolescence is an important step towards maturity.
- To identify behavior indicating matured moral development in adolescents.
- To discuss Kohlberg's theory of moral development.
- To compare and contrast behavior of the adolescent peer group and the expectations of society as a whole.
- To analyze the process by which individuals realize social development norms.
- To define terms related to self-concept.
- To evaluate factors affecting self-concept formation.
- To recognize characteristics of a positive self-concept.
- To examine the concept of personality.
- To examine theories of personality development.
- To define the term, "values."
- To recognize types and sources of values.
- To describe how values serve as guidelines to behavior.
- To identify the universal values.
- To define goal.
- To recognize that different life stages significantly affect a person's goals.
- To assess why goal setting is important.
- To identify the steps which comprise the decision-making process.
- To apply the decision-making process.
- To recognize that the decision-making process is a personal process.
- To recognize the importance of time as a resource.
- To become aware of how time can be used effectively or wasted.
- To identify strategies for managing time productively.
- To recognize signs of emotion management.
- To analyze personal management of emotions.
- To recognize that stress can be both positive and negative.
- To examine ways of managing stress to achieve positive results.
- To define maturity.
- To identify factors that contribute to one's lifestyle.
- To identify and analyze the changes that have occurred in society allowing for greater lifestyle options.
- To evaluate factors influencing an individual's lifestyle choice.
- To discuss critically the interrelationship of decision making and quality of life.
- To predict future societal trends and their effects on an individual's quality of life.
- To define life work.
- To develop a personal inventory.
- To become aware of the possibilities in life work.
- To choose life work best suited to the individual.
- To examine general requirements that are necessary for obtaining a job.
- To research specific job requirements.
- To describe the function of a resumé.
- To prepare a resumé.
- To discover factors that are important during an interview.
- To analyze how each job assumes responsibilities towards employers and others.
- To participate in a job search.
- To assess the importance of obtaining work experience.

- To identify the communication process.
- To demonstrate that the interpretation of verbal messages depends on how the message is both given and received.
- To recognize how individuals communicate non-verbally.
- To interpret non-verbal communication.
- To identify forms of symbolic communications.
- To recognize the differences between effective and ineffective communication.
- To develop techniques for effective communication.
- To assess the importance of empathy in effective communication.
- To recognize roadblocks to good listening.
- To develop active listening skills.
- To recognize I-messages.
- To analyze the effectiveness of I-messages.
- To identify communication barriers.
- To develop strategies to effect positive changes in communication.
- To discover the difference between constructive and destructive conflicts.
- To develop effective conflict-resolution techniques.
- To define perception.
- To assess how perception affects communication.
- To define the process of socialization.
- To examine the influences on the socialization of individuals.
- To define terms related to gender role.
- To assess the effects of specific forces on gender role.
- To define love.
- To differentiate between love and infatuation.
- To describe the foundations for developing the capacity to give and receive love.
- To identify the different kinds of love.
- To parallel the different kinds of love to stages of personal growth.
- To discuss how to build loving relationships.

- To evaluate the importance of building loving relationships.
- To analyze the function of the family in preparing its members for future interpersonal relationships.
- To recognize the significance of peer groups in adolescent relationships.
- To assess the strength of the peer group as an influence on behavior.
- To recognize factors affecting one's choice of peer group and to evaluate why this phenomenon exists.
- To describe qualities necessary for building friendships.
- To realize that friends are important at any stage in life.
- To develop ideas about why friends are particularly vital during the teen years.
- To describe the purpose of dating.
- To examine how dating and courting have changed and evolved throughout history.
- To describe the stages in a traditional dating relationship.
- To evaluate the importance of dating.
- To become aware of the factors influencing the selection and evaluation of dating partners.
- To define family.
- To examine the important functions performed by today's family.
- To assess how families fulfill these functions.
- To analyze why individuals live in families.
- To identify different family forms.
- To evaluate the effect of different family forms on the function of families.
- To explore societal changes that have caused the family life cycle model to vary.
- To identify the various and changing needs of different family members throughout life.
- To contrast the function of today's family to the family of the past.

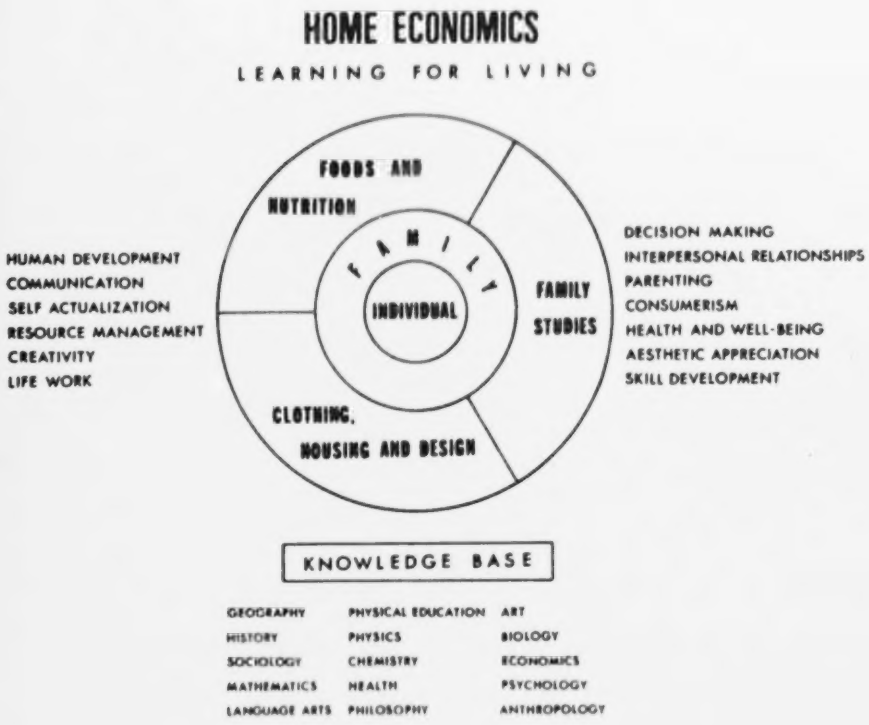
- To recognize historical influences on the contemporary and future family.
- To predict the family of the future.
- To analyze the historical and current effects of international social and economic conditions on the family.
- To discuss critically the impact of families on society.
- To explore familial norms of a variety of cultures.
- To recognize that all cultures make a unique contribution to Canadian society.
- To recognize that family values and goals are an important influence in establishing the values and goals of the individual.
- To identify the decision-making process.
- To examine the process of family decision making.
- To define and identify family resources.
- To recognize that the better able a family is to manage its resources the more likely it is to achieve its goals.
- To develop techniques of managing resources.
- To analyze how resource management changes as the family evolves over the years.
- To list personal qualities that identify the ideal mate and, therefore, influence choice of marriage partner.
- To examine theories on how individuals select mates.
- To evaluate factors that affect mate selection.
- To examine the reasons why marriage is more difficult for teenagers than for adults.
- To examine marriage as a norm in North American society.
- To formulate and compare ideas regarding societal attitudes toward marriage.
- To assess how to determine readiness for marriage.
- To investigate the legal component of marriage.
- To discuss the purpose of an engagement.
- To investigate the significance of wedding ceremonies and customs.
- To investigate the details of planning a wedding.
- To analyze situations that complicate marriage adjustment.
- To recognize that, in the process of marital adjustment, maintaining the individuality of partners enhances the relationship.
- To examine the factors that influence how roles become assigned in marriage.
- To become aware of the adjustments necessary for the newly married.
- To examine the impact of social change on marital roles.
- To assess how changing male and female roles influence marriage adjustment.
- To describe how couples can adjust successfully to each other.
- To identify the skills that are important in developing good marital relationships.
- To identify various ways couples adjust to marriage.
- To examine the male and female reproductive systems and define terms related to sexual anatomy and physiology.
- To define terms related to fertilization.
- To describe the main stages in the conception process.
- To define terms related to pregnancy.
- To recognize the physical and emotional changes associated with pregnancy.
- To identify the danger signals during pregnancy.
- To trace the develop of the zygote through the embryonic and fetal stages.
- To define terms related to labor and delivery.
- To describe the birth process.
- To trace the history of contraception.
- To identify contraceptive methods currently in use.
- To assess the acceptance of widespread contraceptive use and its effects on society.
- To identify common sexually transmitted diseases and recognize the symptoms and consequences of sexually transmitted diseases.

- To describe ways to prevent the spread of sexually transmitted diseases and to examine possible cures or treatments for sexually transmitted diseases.
- To define parenthood.
- To examine the reasons why people choose to have children.
- To recognize that adoption may be a possible choice for couples wishing to become parents.
- To predict changes and adjustments that will occur with the addition of a new family member.
- To assess the environmental factors that could affect an embryo during pregnancy.
- To examine dietary and medical needs of mothers during pregnancy.
- To examine the relationship between the emotional well-being of the pregnant mother and the child.
- To recognize that the psychological stress of pregnancy can best be overcome when parents share the birth experience.
- To evaluate the importance of the father in the birth experience.
- To identify general child-rearing goals of parents.
- To examine the varied and often complex responsibilities involved in parenting.
- To recognize that parental responsibilities include meeting the child's physical, emotional, social and intellectual needs.
- To become aware that the various needs of a child are interrelated and are all equally essential to the well-being of the child.
- To examine and evaluate alternative parenting styles.
- To analyze various roles and responsibilities of members within a family unit.
- To recognize that the family is a complex network of roles and relationships which changes as the family evolves.
- To discuss how family members can all contribute to the family unit and still maintain their individuality.

- To analyze communication patterns and their effect on family relationships.
- To recognize communication skills necessary for expressing individual needs and desires within the family.
- To analyze the cause of family conflict.
- To distinguish between productive and destructive conflict.
- To recognize the function of conflict.
- To practice conflict-management techniques.
- To develop techniques for establishing and building lasting family relationships.
- To identify factors contributing to separation and divorce.
- To discover the legal issues associated with divorce.
- To analyze the impact of divorce on families.
- To recognize perceptions and reactions that are common in children when parents are moving towards separation and divorce.
- To identify strategies to help children cope with divorce.
- To examine changing trends in remarriage today.
- To assess the adjustments associated with remarriage.
- To examine factors that affect successful adjustment to remarriage.
- To become aware of stereotypical attitudes towards aging.
- To recognize the efforts that can help to overcome stereotypical attitudes towards elderly people.
- To become aware of the physical and emotional aspects of aging and retirement.
- To recognize that there are both rewards and limitations of aging.
- To recognize the necessity of meeting the growing needs of the elderly.
- To become aware of community services that are required to meet the needs of elderly people.
- To recognize and research critical situations that affect the family.

IMPLEMENTATION STRATEGIES

Each of the three areas of study are linked through key concepts. The following diagram visually demonstrates the general philosophy, the knowledge base and key concepts which are applicable to all three courses.



Unlimited flexibility is incorporated into the structure of this program. The curriculum is designed to be co-educational, non-sequential and requires no prerequisite courses, specially designed classrooms or laboratories. Administrators and teachers are, therefore, able to select, according to individual or school needs and facilities, specific courses or combination of courses from the three different areas of Home Economics that are identified within this guide. These three different areas are referred to as Food and Nutrition, Clothing, Housing and Design and Family Studies. It should, however, be taken into consideration that students who choose a higher level course than that for which they have no previous experience should review previous levels or be guided into another, more appropriate one.

Each of the three areas, Food and Nutrition, Clothing, Housing and Design and Family Studies, are offered at all three grade levels, grade 10, grade 11 and grade 12. Within each of the three grade levels and within each of the three designated areas, specific major concepts are identified as being required in order that a student receive a full credit. These nine possible one-credit courses all require the equivalent of 110-120 hours of study. The major concepts that are identified as obligatory for a full credit in any one of the three designated areas are found in the scope and sequence chart.

Credit System

Half-credit courses in any of the three areas of study at any of the three grade levels are possible by combining selected major concepts based on student needs, previous experiences, available time, level of activity and budget. All are to be designated Home Economics (General). For example, students may not be granted a one-half credit in Food and Nutrition but, rather, a one-half credit in Home Economics (General)

SCOPE AND SEQUENCE CHART

FOOD AND NUTRITION

Grade 10

Concept Number I: Significance of Food
Concept Number II: Consumer Aspects of Food and Nutrition
Concept Number VIII: Planning, Preparing and Serving Food

Grade 11

Concept Number III: Factors Affecting Family Food and Health
Concept Number IV: Canada's Food Supply
Concept Number V: Canadian Mosaic
Concept Number VIII: Planning, Preparing and Serving Food

Grade 12

Concept Number VI: Canada and World Food Problems
Concept Number VII: Careers in Food
Concept Number VIII: Planning, Preparing and Serving Food

CLOTHING, HOUSING AND DESIGN

Grade 10

Concept Number I: Significance of Clothing and Textiles
Concept Number VI: Creativity and Design
Concept Number VII: Practical Applications of Creativity and Design

Concept Number VIII: Careers in Clothing, Textiles and Housing

Grade 11

Concept Number II: Significance of Living and Working Environments
Concept Number IV: Consumer Aspects of Clothing and Textiles
Concept Number VII: Practical Applications of Creativity and Design

Grade 12

Concept Number III: Factors Affecting Family and Lifestyle
Concept Number V: Consumer Aspects in Housing
Concept Number VII: Practical Applications of Creativity and Design
Concept Number VIII: Careers in Clothing, Textiles and Housing

FAMILY STUDIES

Grade 10

Concept Number I: Caregiving
Concept Number II: Careers and Volunteer Activities Related to Children
Concept Number III: Studying Children
Concept Number IV: Fundamentals of Development
Concept Number V: Prenatal Development
Concept Number VI: Birth
Concept Number VII: The Infant
Concept Number VIII: The Preschool Child
Concept Number IX: Parenting: Role of the Caregiver

Grade 11

Concept Number X: Human Needs
Concept Number XI: Studying Children
Concept Number XII: The Nurturing Environment
Concept Number XIII: Physical Growth and Development
Concept Number XIV: Intellectual Develop-
Concept Number XV: Emotional Development
Concept Number XVI: Social Development
Concept Number XVII: Play
Concept Number XVIII: The Importance of Parenting

Grade 12

Concept Number XIX: Human Development
Concept Number XX: Personal Development
Concept Number XXI: Self-Management
Concept Number XXII: Preparation for Life Work
Concept Number XXIII: Social Development
Concept Number XXIV: Relationships
Concept Number XXV: Family and Society
Concept Number XXVI: Family Management
Concept Number XXVII: Building a Family
Concept Number XXVIII: The Changing Family

even if the one-half credit was offered specifically in Food and Nutrition. If more than one-half credit is offered by combining a minimum of two separate courses--i.e., Food and Nutrition and Clothing, Housing and Design--one credit applies, but it also is to be called Home Economics (General). Students may only be granted credits in each of the three designated areas of Food and Nutrition, Clothing, Housing and Design, and Family Studies if they are enrolled in a full-credit course and if the major concepts listed above are taught at the appropriate level. Any other full or half-credit course or combination of courses are designated Home Economics (General).

Levels of Instruction

Within any of the possible full- or half-credit courses, there are three different levels of instruction. These three levels are the basic, intermediate and advanced levels, and they are designed in such a way that they may be taught at one time in the classroom. It is possible, then, at the conclusion of the course, that three different credits will be granted to students. The basic level, recognizable by a (B) next to a suggested activity, provides activities aimed at meeting the needs, interests and abilities of students who require a basic or simplified understanding of the intended objectives and concepts. Depending on the individuals within the classroom, the curriculum is designed so that a teacher may choose to incorporate only those objectives and activities aimed at the basic level. However, as these activities are not intended only for students who are capable of the lowest level of difficulty, but rather are a starting point for all the students in the classroom, a teacher may choose to further build upon them with increasingly more complex activities. Such activities are identified as being the intermediate level (I) and are oriented towards the student whose needs, abilities and interests are less limited than those at the basic levels. These activities take the student beyond a basic comprehension by developing these same ideas to a more complex level. The advanced level (A), which encourages individual self-direction through exploration, research and evaluation, is designed to provide challenges intended to meet the requirements of the student who is more highly motivated and requires increased sophistication in both concepts and content. These activities are at the highest level of difficulty addressed by this curriculum guide.

The following, therefore, is a summary of possible options that may be offered by any school.

Food and Nutrition

Grade 10: Basic, Intermediate, Advanced
Grade 11: Basic, Intermediate, Advanced
Grade 12: Basic, Intermediate, Advanced

(1-credit courses)

Clothing, Housing and Design

Grade 10: Basic, Intermediate, Advanced
Grade 11: Basic, Intermediate, Advanced
Grade 12: Basic, Intermediate, Advanced

(1-credit courses)

Family Studies

Grade 10: Basic, Intermediate, Advanced
Grade 11: Basic, Intermediate, Advanced
Grade 12: Basic, Intermediate, Advanced

(1-credit courses)

Home Economics (General)

Grade 10: Basic, Intermediate
Grade 11: Basic, Intermediate
Grade 12: Basic, Intermediate

(one-half or 1-credit courses)

It is probable that large, urban centres will be able to offer a wider variety of full- or half-credit courses on a year-after-year basis because of more readily available facilities; smaller rural or northern centres may not have the freedom or facilities to offer the same courses on as regular a cycle. Under such circumstances, it is recommended that courses offered be rotated from year to year. This rotation could allow students to complete anywhere from one-half to three or more full credits over a three-year period. In addition, if facilities for a course such as Family Studies appear to be problematic, it is recommended that the course be offered in the classroom and that community resources such as day-care centres, nursery schools, or nursing homes be explored for observation or practical experience.

These practicums are an integral part of the Home Economics curriculum and are, therefore, included at every level of every course. It is the intent of this curriculum guide that approximately 40-60 percent of time spent in each of the three curriculum areas be of this practical nature.

DESIGN OF THE GUIDE

This curriculum guide is one of three composing the Senior High Home Economics curriculum.

Each of the three individual areas of study are subdivided into several major concepts or topics. As each curriculum guide is intended to provide information and experience for students in grades 10, 11 and 12, only selected topics are taught at each grade level. Guidelines as to the selection of concepts required at each grade level is located in this overview under "Implementation Strategies."

All major concepts are accompanied by major objectives. These major objectives provide an overview of what the students should achieve through the study of a particular concept.

Each of these major concepts are further broken down into subconcepts, with each subconcept including a generalization that refers to common, readily understood situations rather than unique or specific circumstances. These generalizations help students in their thinking and overall understanding of the sub-concept and provide a foundation for the more detailed objectives to follow.

Student objectives, intended to serve to develop the ideas presented in the generalizations, are presented in such a way that they lead the student from a simple to a more complex understanding of the sub- and, ultimately, major concepts.

Student activities are designed to help the students achieve the stated objectives. These suggested experiences are varied and sequenced so that they lead the student from a very basic to a deeper, more analytical understanding of the concept. (See Section on Special Needs.)

In general, selection of activities should be based on the individual abilities of students and on the intended level of instruction. Activities at these various levels help students to acquire varying degrees of knowledge and skills as well as to develop an appreciation for the topic.

This guide is designed to provide information and experience in three distinct areas of study for students in grades 10, 11 and 12 who are at different levels of interest and ability. As a result, it pursues an extremely wide and diverse range of topics and experiences. Such diversity makes it impossible to employ only one orientation or curriculum strategy. The model, therefore, upon which this program is developed can be termed "eclectic." It incorporates all five orientations as outlined by Eisner and Vallance in Conflicting Conceptions of Curriculum. These five orientations are as follows:

1. Development of Cognitive Processes: This orientation is concerned less with curriculum content than with sharpening the student's intellect by developing cognitive skills that can be applied to learning virtually anything.

2. Academic Rationalism: This is the most basic orientation to curriculum. It argues that the function of the school is to cultivate intellectual growth in the discipline deemed the most valuable. Schools that devote time and resources to subject matter that does not meet these requirements are depriving students of the intellectual tools they need to cope in society.

3. Personal Relevance: This approach is clearly child or learner centered. Education is seen as a way to help individuals discover things for themselves and, thus, provides for personally gratifying and enriching experience.

4. Social Adaptation and Social Reconstruction: This fourth orientation to curriculum emphasizes that the goals of education are to serve the interests of society rather than to serve individual needs. The focus, therefore, is to provide the learner with experiences that are relevant and address the social needs as they have been identified.

5. Curriculum as Technology: The focus of this orientation is on the process of learning. It provides the learner with efficient means to achieving clearly defined and meaningful goals.

APPROVED AND RECOMMENDED BOOKS FOR FAMILY STUDIES

Grade 10

Major Concept: Caregiving

Parenting and Teaching Young Children
Caring Parent
Creative Living
Parenting and Children
See How They Grow

Major Concept: Studying Children
(See Grade 11, Studying Children)

Major Concept: Fundamentals of Development

Parenting and Teaching Young Children
Caring Parent

Creative Living
Parenting and Children
See How They Grow

Major Concept: Prenatal Development

Parenting and Teaching Young Children
Caring Parent
Creative Living
Parenting and Children
See How They Grow
Relationships: A Study in Human Behavior
Contemporary Living
Family Living

Major Concept: Birth

Parenting and Teaching Young Children
Caring Parent
Creative Living
Parenting and Children
See How They Grow
Family Living
Contemporary Living

Major Concept: The Newborn

Parenting and Teaching Young Children
Caring Parent
Creative Living
Parenting and Children
See How They Grow
Family Living
Contemporary Living

Major Concept: The Infant

Parenting and Teaching Young Children
Caring Parent

Creative Living
Parenting and Children
See How They Grow
Contemporary Living
Family Living

Major Concept: The Preschool Child

Parenting and Teaching Young Children
Caring Parent
Creative Living
Parenting and Children
See How They Grow
Contemporary Living
Family Living

Major Concept: Roles of the Caregiver

Parenting and Teaching Young Children
Caring Parent
Creative Living
Parenting and Children
See How They Grow
Contemporary Living
Relationships: A Study in Human Behavior
Family Living

Grade 11

Major Concept: Human Needs

The Caring Parent
Parenting and Young Teaching Young Children
Parenting and Children
See How They Grow
Relationships
Contemporary Living
Family Living
Dimensions of Life

Major Concept: Studying Children

The Developing Child
The Caring Parent
Parenting and Teaching Young Children
Parenting and Children
The Developing Child
See How They Grow
Relationships
Contemporary Living
Family Living
Dimensions of Life

Major Concept: Nurturing Environment

The Developing Child
The Caring Parent
Parenting and Teaching Young Children
Parenting and Children
See How They Grow
Relationships
Contemporary Living
Family Living
Dimensions of Life

Major Concept: Physical Growth and Development

The Developing Child
The Caring Parent
Parenting and Teaching Young Children
Parenting and Children
See How They Grow
Relationships
Contemporary Living
Family Living
Dimensions of Life
Adolescents in Families

Major Concept: Intellectual Development

The Developing Child
The Caring Parent
Parenting and Teaching Young Children
Parenting and Children
See How They Grow
Contemporary Living
Family Living
Adolescents in Families

Major Concept: Emotional Development

The Developing Child
The Caring Parent
Parenting and Teaching Young Children
Parenting and Children
See How They Grow
Relationships
Adolescents in Families

Major Concept: Helping Children Grow Socially

The Developing Child
The Caring Parent
Parenting and Teaching Young Children
Parenting and Children
See How They Grow
Relationships
Contemporary Living
Childhood and Adolescence in Canada

Major Concept: Play

The Developing Child
The Caring Parent
Parenting and Teaching Young Children
Parenting and Children
See How They Grow

Activities and Resources for Guiding Young Children's Learning

Major Concept: Parenting: Guiding Children

The Developing Child
The Caring Parent
Parenting and Teaching Young Children
Parenting and Children
See How They Grow
Relationships
Contemporary Living
Family Living
Dimensions of Life
Adolescents in Families

Grade 12

Major Concept: Human Development

Family Matters
Dimensions of Life
Contemporary Living
Relationships
Family Living
Adolescents in Families
Childhood and Adolescence in Canada
Families: Canada

Major Concept: Personal Development

Family Matters
Dimensions of Life
Contemporary Living
Relationships
Family Living
Adolescents in Families
Childhood and Adolescence in Canada

Major Concept: Self Management

Family Matters
Dimensions of Life
Contemporary Living
Relationships
Family Living
Adolescents in Families
Childhood and Adolescence in Canada
Families in Canada Today
Families: Canada
What Will Tomorrow Bring ...? (Status of Women)
A Study of the Aspirations of Adolescent Women

Major Concept: Social Development

Family Matters
Dimensions of Life
Contemporary Living
Relationships
Family Living
Adolescents in Families
Childhood and Adolescence in Canada
Family Case Studies
Families in Canada Today

Major Concept: Relationships

Family Matters
Dimensions of Life
Contemporary Living
Relationships
Family Living
Adolescents in Families
Family Case Studies

Major Concept: Family and Society

- Family Matters
- Dimensions of Life
- Contemporary Living
- Relationships
- Family Living
- Adolescents in Families
- Families in Canada Today
- Families: Canada
- Family Case Studies
- Childhood and Adolescence in Canada

Major Concept: Family Management

- Family Matters
- Dimensions of Life
- Contemporary Living
- Relationships
- Family Living
- Adolescents in Families
- Families: Canada
- Family Case Studies
- Families in Canada Today

Major Concept: Building A Family

- Family Matters
- Dimensions of Life
- Contemporary Living
- Relationships
- Family Living
- Adolescents in Families
- Family Case Studies
- Families in Canada Today
- Families: Canada
- Childhood and Adolescence in Canada

Major Concept: The Changing Family

- Family Matters
- Dimensions of Life
- Contemporary Living
- Relationships
- Family Living
- Adolescents in Families
- Families: Canada
- Family Case Studies
- Families in Canada Today

SPECIAL NEEDS*

Home Economics teaches a set of skills which students with special needs require to become independent. Teaching these students successfully requires knowledge of their characteristics and of effective ways of teaching them as well as a desire to release the potential of these students for satisfying personal and family living.

Special students should participate in Home Economics courses at the level of difficulty permitted by their interests and aptitudes. Teachers should be prepared to make appropriate program adaptations for students with a variety of exceptionalities. These adaptions can be made in the areas of teaching strategies, pacing, assessment and evaluation, facilities, equipment and the use of resources.

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* The sections on Special Needs, Adult Students and Multiculturalism have been adapted from "Consideration in Adapting Programs," Family Studies: Intermediate and Senior Divisions and OAC 1987 (Toronto: Ontario Ministry of Education, 1987), pp. 13-16. Used with permission.

Teachers and administrators have identified five areas of educational needs for special students. These are:

1. positive self-concept development
2. socialization skills
3. daily living activities experiences
4. independence
5. occupational skill development and employability

Special needs may be categorized as:

1. students with behavior exceptionalities
2. students with communication exceptionalities
3. students with physical exceptionalities
4. students with intellectual exceptionalities (other than gifted)
5. students with intellectual exceptionalities (gifted)

CONSIDERATIONS OF LEARNER NEEDS

Suggestions in the form of a checklist are presented for teacher consideration.

Students with Behavioral Exceptionalities

- Instructions should be expressed clearly and concisely.
- Additional supervision should be provided when students are working with potentially dangerous tools and equipment.
- Tasks should be assigned at the student's level of ability in order to maximize his or her opportunities for success and satisfaction.
- Students who are compatible should be paired together whenever possible.
- Routines should be consistent and carried out with minimal disruption.
- Students should understand their specific tasks at the beginning of an activity, and a regular schedule of activities should be maintained.
- Acceptable behavior should receive positive reinforcement.
- The disciplinary consequences of misbehavior should be consistent, in order to ensure that the students involved understand the cause-and-effect relationship.

Students with Communication Exceptionalities

- New vocabulary should be taught in context.
- Teachers should obtain the full attention of the students before beginning a lesson.
- Students should be paired with others who can assist them if necessary.
- Students should be provided with visual as well as auditory clues for reinforcement.
- Objects used in class activities should be labelled.
- Teachers should enunciate clearly and rephrase any question or statement students do not understand.
- Classroom distractions that are not normally part of the work situation should be eliminated or reduced to a minimum.
- Alternative modes of communication (e.g., microcomputers and appropriate software) should be used in order to eliminate physical barriers to self-expression.

Students with Physical Exceptionalities

- Students can benefit from working with a partner (e.g., for note taking).
- Disabled students may need placement near the entrance to the classroom.
- Extra time may have to be provided for students to complete assignments.
- The amount of writing should be reduced; writing could in some cases be replaced by alternative methods (e.g., tape recorders).

- Videotapes of sessions involving demonstrations would be useful for students who are frequently absent.
- Additional space and modified equipment or tools may be required to accommodate wheelchairs or other ambulatory devices.
- Floors should be free of obstructions and covered with non-slip materials.
- Students who are unable to communicate by talking or writing with a pencil or pen should be provided with microcomputers, Bliss boards, or other devices.

Students with Intellectual Exceptionalities (Other Than Gifted)

- Rules should be expressed simply, clearly, and consistently.
- Teachers should give students sequential instructions with logical steps.
- New skills should be demonstrated and their practice supervised, especially when activities involve the use of potentially dangerous equipment.
- Students should be given immediate feedback.
- Functional reading should be reinforced in each lesson, wherever possible.
- Some students will need to be involved in individual activities.
- The reading level of the student should determine the choice of print materials.
- The level of understanding of the student should influence the choice of print and non-print materials.
- The development of individual skills should be stressed and competition avoided.
- Creativity should be encouraged.
- Improvements in levels of performance should be expected, encouraged, and applauded.

Students with Intellectual Exceptionalities (Gifted)

- Teachers should encourage and foster creativity, original thinking, and the cognitive skills of analysis, synthesis, and evaluation.
- Students should be encouraged to develop organizational and leadership skills through class presentations using new technology and a wide variety of media.
- Individual projects requiring independent study should be emphasized.
- Facilities, personnel, and equipment from outside the school should be used.
- The expertise of knowledgeable people in the community should be drawn on to enhance learning activities.
- High standards requiring students to extend themselves should be encouraged.

ADULT STUDENTS

Adults enrolled in regular school programs may be placed in classes composed exclusively of adults, or they may be integrated with adolescent students. Relatively small adjustments in planning may provide substantial benefits for adult learners and also enrich the experiences of adolescent students.

Teachers should keep in mind the observations below when planning courses for adult students.

- Adult learners often bring a rich store of practical experience with them. Classroom activities can be designed to draw on this knowledge and experience.
- Adults often learn best in groups and welcome the support of other learners. Activities that foster social interaction will result in more effective learning. Through such activities each learner becomes a resource for the others.

- Some adults learn effectively through active involvement. Strategies that balance experiential activity with theoretical presentations will enhance their learning.
- Adults tend to focus on the present and to be problem-oriented. Teachers will need to build on the expressed learning needs of their students.
- Adults, like adolescents, exhibit a range of learning styles. These individual differences may be accomodated through activities involving independent study.

Adult-learning theory suggests that adults tend to be highly self-directed and responsible. Such generalizations, however, may overlook exceptional cases (for example, an adult who was chronically ill as a child). Teachers must decide to what extent the generalizations and recommendations in the list above can be applied to learners in a particular class.

Home Economics courses provide good opportunities for the interaction of adult learners and adolescents, in which both can recount their experiences and explain their points of view. This combination of adults and adolescents tends to have a positive effect, since it is non-threatening for both; moreover, the interaction should help each group to develop a better understanding of the other.

MULTICULTURALISM

The study of family groups leads students to understand that certain basic living activities, functions, and celebrations are common to all, although at times they may be expressed differently, even within the same culture or racial group. An understanding of this fact can promote caring and friendship among class members.

Multicultural experiences should be designed in order to encourage students to develop:

- empathy both for members of their own families and for others whose cultural and racial heritage and family style are different from their own;
- respect for cultural and racial differences among contemporary Canadian families;
- awareness of the variety of family traditions and lifestyles represented in Canada, as manifested in the range of values and ideologies within the multicultural and multiracial mosaic of Canadian society;
- appreciation of the ways in which individuals and families are socialized in Canadian society;
- understanding of the ways in which the family traditions of an individual's particular culture or race are an important component of his or her family life;
- familiarity with the food traditions of many cultures through a variety of experiences with food, in order to promote an understanding of the social, psychological, and cultural significance of food to individuals and families.

Students of Home Economics should learn to recognize that similarities and differences in their cultural and racial backgrounds are an integral part of Canadian society.

EVALUATION

The purpose of evaluation is to determine whether the stated objectives have been met. As numerous topics and teaching strategies are employed within this curriculum, a great variety of different evaluation techniques must also be used in order to measure fairly whether the objective has been attained.

Evaluation techniques should include regular assignments, tests, field trip reports, practicums, observational evaluation and self-evaluation and should be chosen on their ability to measure whatever learning needs to be evaluated.

Teachers should assess students' ability to function as learners at the basic, intermediate or advanced level.

EVALUATION TECHNIQUES AND METHODS

- The choice of evaluation procedure will reflect the purposes for which results will be used.
- The greater the variety of evaluation techniques used, the more probable it is that judgement will be fair.
- Motivation and achievement are affected by the type of evaluation method chosen.
- The intent of an objective and the method used to evaluate should be related.
- To be sound, the procedure selected must measure the content it is chosen to measure.
- The type of subject matter taught affects the choice of evaluation techniques.
- Attitudes are more likely to be positive if students participate in determining objectives, selecting means of evaluation, and evaluating their own progress.
- When learners can use self-evaluation techniques, they are better able to identify their own needs and to take initiative in learning.
- The effectiveness of evaluation techniques is affected by the balance between the validity, reliability, and the usability of the evaluation techniques selected.

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grade 10

I. MAJOR CONCEPT: Caregiving

MAJOR OBJECTIVES: To define caregiving and to identify characteristics of a caregiver and to evaluate a nurturing environment

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. APPRECIATING CHILDREN		
Caregivers can help to shape the future world by providing an environment which will allow children to grow and develop to their greatest potential.		
1. Universal Caregivers		
The responsibility of caregiving is shared by all individuals who come into contact with children.	To define caregiving and parenting.	Have students define caregiving and parenting. (B)
	To identify ways students perform a parenting or caregiving role.	Lead a class discussion on the obvious and not so obvious ways individuals, including students, perform caregiving roles. (B)
		Have students make a daily (B) or weekly (I) record of every instance they perform a caregiving or parenting role, being sure to include examples involving individuals other than just small children; e.g., . praising or reprimanding themselves . advising a friend . aiding an elderly person

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To conclude that the care of children is a global responsibility.	In discussing society's responsibility toward children, have students focus on the following: (I) . media . institutions such as schools, hospitals, churches and government . family and individuals
2. The Nurturing Environment Every child deserves to be loved and wanted and has the right to receive proper care and guidance. Parents and caregivers who place a high value on helping children realize their fullest potential are likely to provide children with a nurturing environment, thus helping them become happy, healthy adults.	To identify and evaluate the characteristics of a nurturing environment.	Have students list characteristics of a nurturing environment. (B) Contact the local organization responsible for licensing day-care services to inquire about licensing criteria. Discuss whether the class members agree with the requirements. (I) Have students interview parents who have children in day-care centres to establish the nature of care expected and the factors influencing their choice of day-care service. (I) PRACTICUM Instruct students in the observation of teachers, day-care workers, parents, etc., as they interact with children, and have them write a description of the characteristics that qualify a caregiving setting as a nurturing environment. (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students write a letter to the children they might have in the future, describing the type of environment they plan to provide for them to enable them to develop to their fullest potential. (I)
	To conclude that the ultimate goal of any caregiving environment is to help the child grow to his or her fullest potential.	Discuss: "A nurturing environment helps children develop into happy, healthy adults." (I)

II. MAJOR CONCEPT: Careers and Volunteer Activities Related to Children

MAJOR OBJECTIVE: To recognize careers and volunteer activities involving children

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. VOCATIONAL OPPORTUNITIES WITH CHILDREN		
Individuals who meet the necessary qualifications could become involved in numerous careers and activities related to children and their care.	To identify careers, part-time jobs and volunteer activities related to children and child care.	Have students prepare a list of careers and activities related to children in the following categories: (B) . education . health, physical and mental . art and design . business . food
	To determine the qualifications necessary for individuals interested in careers or activities related to children.	Obtaining information from the school guidance department or from institutions offering training in child care, have students identify the necessary educational and personal qualifications for careers and activities related to children. (I) Have students cut out newspaper advertisements for jobs related to child care and list qualifications mentioned. (B) Invite to class or have students interview an individual who works with children; e.g., child-care worker, nurse, lawyer. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		PRACTICUM Have students make arrangements to observe a person in a selected career that is of personal interest to them, and describe the nurturing qualities observed. (I)
	To analyze how specific careers contribute to a child's development.	Have students collect information about a specific career of interest to them and, using posters, booklets, bulletin boards or oral presentation, have them demonstrate how this career relates to nurturing child development. (A)

III. MAJOR CONCEPT: Studying Children: A Practical Experience

MAJOR OBJECTIVE: To understand observation techniques and recording methods for assessing child development

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. PRACTICUM: AN OBSERVATION EXPERIENCE		
1. Observation Techniques		
A thorough knowledge of various types of observation techniques can help the caregiver understand child development.	To recognize observation techniques useful to the study of children.	As a class, discuss different types of observation techniques; e.g., anecdotal records, diary entries, timed samples, and controlled observations. (I)
	To examine the role of the observer.	Have students develop a list of qualities suitable for an observer; e.g., confidentiality, objectivity, silence. (I)
	To identify ways of recording observations and factors affecting observations.	In discussing methods of recording observations, have students consider the following procedures: (I) . Use the child's exact words when recording conversation; look for feeling. . Describe the sequence of happenings. . Rewrite notes, filling in necessary information. . Use verbs, adverbs, adjectives and descriptive phrases to record behavior.
		Have students discuss how the physical and human environment can affect observations. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		PRACTICUM Have each student choose a young child with whom he or she will have frequent contact throughout the year and devise a release form for obtaining parental consent. Have each student contact the child's parents and arrange to follow the development of the child through the year. Each student record is to include a description of the child's physical characteristics, such as height and weight; physical setting, including written documentation, pictures and blueprints or floor plans; as well as human environment, noting family members, friends and day-care workers. Observations are to be made throughout the course, and a completed case study is to be presented to the child at the end of the course. (B)
Like all other human beings, children depend on their environment to meet their needs.	To identify the needs of children.	Conduct an "egg babies" activity. Present each student or pair of students with an egg, to be cared for as a child would be cared for. Students are to keep a log of their experiences (B) and draw conclusions regarding the needs of children and principles involved in caring for a child. (I)

IV. MAJOR CONCEPT: Fundamentals of Development

MAJOR OBJECTIVE: To define the terms and examine the process of human development

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. Development and learning is a predictable and orderly process throughout life. Parents and caregivers who understand this process of human development will be better able to create a nurturing environment, respond to the needs of children and promote a positive self-concept in children.	To define terms related to the process of human development.	Have students define terms used in describing human development : (B) . growth . maturation . behavior . learning . stage . age . development
	To recognize that all human beings have basic needs.	Lead a class discussion on Abraham Maslow's Human Needs Theory. (I) As a class, discuss how Maslow's theory relates to the needs of all human beings, regardless of age, culture, gender, religion or education. (I)
	To define and describe the major components of human development.	Have students define and give examples of the four major components of development: (B) . physical development . intellectual development . social development . emotional development

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To recognize that human growth and development occurs in predictable stages and sequences.	The predictable progressive development of children can be described as "head to toe," "near to far" and "simple to complex." Have students illustrate this progression with charts or pictures, using examples of language development, locomotion or manipulation. (B)
	To recognize that although growth and development occurs in a predictable sequence, children develop at varying rates.	In discussing differences in the rate of development between children, have students cite examples; e.g., walking, toilet training, puberty. (B)
	To recognize the influence of heredity and environment on a child's development.	Have students define: heredity and environment. (B)
	To examine the interaction of heredity and environment on a child's development.	Together with the students, discuss how siblings raised in the same environment can be similar and yet very different (B), concluding that environment and heredity do not work alone in influencing development, but rather interact with one another. (I)
	To recognize the importance of helping a child to build a positive self-concept.	Have students define: self-concept. (B) Discuss ways of developing positive self-concepts in children. (B)
	To evaluate the importance of understanding human development.	Debate: "To meet the needs of children, the caregiver must have an understanding of the fundamentals of human development." (A)

V. MAJOR CONCEPT: Prenatal Development

MAJOR OBJECTIVE: To describe the process of reproduction and to understand factors affecting prenatal development

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. PRENATAL DEVELOPMENT TERMINOLOGY		
Prenatal development occurs between the moment of conception and the birth of a child.	To define the terms important to prenatal development.	Have students define terms associated with prenatal development: (B) . reproduction . fertilization . conception . sperm . ovum . embryo . fetus
B. THE REPRODUCTIVE CYCLE		
1. Female and Male Reproductive Organs		
Knowledge of female and male anatomy facilitates the understanding of the reproductive process.	To identify the functions of the female and male reproductive organs.	After studying anatomical diagrams of the reproductive systems, have students identify the different parts of the female and male reproductive systems and explain their functions. (B)
2. Understanding Reproduction		
The union of a female egg and a male sperm to form a new living organism is called fertilization and is the first step in reproduction.	To describe the processes involved in reproduction.	Have students define and discuss the following processes: (B)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		. menstrual cycle . sperm production . fertilization or conception . implantation
3. Genetic Inheritance		
The genetic inheritance of a child is a direct result of the union of the female and male reproductive tive cells at the moment of fertilization.	To define the terms of genetic inheritance.	Have students define: gene, chromosome. (I)
	To describe the process of meiosis.	Invite a biology teacher or geneticist to class to describe how meiosis occurs. (I)
	To identify that gender is determined by the sperm.	Have students diagram sex determination in human beings. (I)
	To become aware of the dominant and recessive factors in the gene pool.	Have students discover the characteristics determined by dominant, recessive and sex-linked genes; e.g., creativity, intelligence, baldness, tongue rolling, and skin and hair color. (I)
	To predict genetic inheritance.	Examining a case study of a couple expecting their first child, have students chart the potential characteristics of the child. (A)
Sometimes the hereditary process passes along potentially serious diseases or congenital malformations.	To identify and examine the characteristics of hereditary medical conditions.	Have students identify and discuss characteristics unique to the following conditions: (I) . Down's syndrome . color blindness

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		. hemophilia . sickle-cell anemia . Tay-Sachs disease . phenylketonuria . muscular dystrophy . diabetes . cystic fibrosis . albinism . spina bifida PRACTICUM Arrange a class visit to a local treatment centre for children born with hereditary diseases or malformations. (I) Instruct students to select one disease or condition of interest to them and research its causes, symptoms, frequency of occurrence and treatment, and the current medical strategies for reducing the incidence of such conditions. (I)
4. Pre-Conception Health The health of each parent prior to conception influences the general well-being of their child.	To examine current research dealing with health preceding conception.	Invite a pharmacist to class to discuss drug use and interaction and the potential effects on the fetus. (I) Have students review current journals or magazines for articles and information relating to the health of both mother and father prior to conception; e.g., nutritional and medical health, drug use and abuse. (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
5. Age and Prenatal Care		
Teenage girls and women over thirty-five face greater risk during pregnancy than other women.	To examine reasons why very young mothers are at risk during pregnancy.	Using case studies or interviewing doctors, nurses, social workers or clergy, have students investigate the physical and emotional risks associated with teenage pregnancies. (I)
		PRACTICUM
	To discover the risks to mother and child associated with pregnancy over the age of thirty-five.	Have students interview a woman who gave birth after the age of thirty-five to determine the special concerns related to this situation. (I)
		Have students discuss the ramifications of the trend in society to delay pregnancy, focussing especially on the implications of postponing the first pregnancy. (A)
6. Multiple Births		
While human beings usually have their offspring one at a time, multiple human births also occur.	To discover how multiple births occur and differentiate between fraternal and identical twins.	Have students define the terms: fraternal, identical and Siamese twins; multiple births. (B)
		Have students collect and examine articles or records of famous multiple births or Siamese twins, such as the Dionne quintuplets. Have them discuss the possible effects of multiple births on a family. (I)
		Invite the school nurse or community health worker to class to describe and discuss: (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		. the effects of fertility drugs . influence of heredity . incidence of multiple births in the population . in vitro fertilization
7. Infertility		
A number of events or factors preventing conception from taking place can be identified.	To identify causes of infertility.	Together with the class, discuss some of the major reasons for infertility: (I) . low sperm count or problems with the male reproductive system . breakage of fallopian tubes . tumor, infection, or structural abnormality preventing conception . malfunctioning of female hormonal system disrupting ovulation and menstruation . infertility of sperm to make contact with ovum Related issues for class discussion: (I) . sperm banks . in vitro fertilization . surrogate mothers
C. EMBRYONIC AND FETAL GROWTH AND DEVELOPMENT		
During the prenatal period, the embryo within the mother's uterus grows into a fetus, developing to the extent that it is able to sustain life outside her womb.	To differentiate between an embryo and a fetus.	Have students define: embryo and fetus. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
1. Stages of Gestation There are three principal stages of gestation: the ovum or germinal stage, the embryonic stage and the fetal stage.	To identify the three principal stages of gestation. To describe the growth and development which occurs during these stages of gestation.	Have students define: gestation; ovum or germinal stage; embryonic stage; fetal stage. (B) Have students identify the function of the following organs: (B) . placenta . umbilical cord . amniotic sac Have students define the following terms: (I) . quickening . lanugo . vernix caseosa . trimester . fontanelles Keeping in mind the three prinicpal stages of gestation, have students trace prenatal physical development. (B) Have them discover why birth defects affecting different body parts occur at different stages of development. (I) Present the following questions for class discussion: Which trimester is the most important in prenatal development? Why is the human gestation period so much longer than that of most animals? (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To examine current research on the topic of prenatal abilities and learning.	Refer students to articles describing the latest findings on such topics as fetal response to such sensory stimuli as sound and vibrations and prenatal learning and personality development. (A)
2. The Fetal/Maternal Relationship From the moment of conception, the developing embryo is affected by the environment created and experienced by the mother herself. The state of the mother's physical and emotional health and well-being has an important influence on prenatal development.		
. Nutrition Females who are well nourished before and during pregnancy are more likely to complete the full three terms of pregnancy and give birth to healthy infants than those with nutritional deficiencies.	To outline the nutritional needs of pregnant women.	Have students record what would be considered a normal daily or weekly food intake for teenage girls and have them revise this to accommodate the needs of a pregnant woman. Which nutrients should be increased and which decreased? (B) Have students suggest five ways for a woman who dislikes milk to increase her calcium consumption other than by drinking milk. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Discuss: "A pregnant woman is eating for two." (I)
	To examine current information on the effects of prenatal nutrition.	Invite a prenatal health worker or nurse to give a class presentation on prenatal nutrition. (B) Have students examine research describing the effects of prenatal malnutrition. (A) Have them research the use of nutritional supplements for pregnant women. (A)
		PRACTICUM
	To compare current medical recommendations to those of the past.	Have students interview women who are currently pregnant or have given birth recently, as well as women who gave birth ten years ago and twenty-five to forty years ago to compare doctors' recommendations regarding diet and weight gain. (A)
	To recognize and analyze which women would most likely be subject to the risk of nutritional deficiency during pregnancy.	Have students discuss (B) or prepare a case study (I) for one or each of the following situations, describing in detail the risks involved and the needs to be met: . adolescents, especially women without partners who have low pre-pregnancy weights . women with inadequate weight gain during pregnancy . low-income women . women with a history of frequent conceptions . women with a history of having low birth weight infants

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		. women with diseases that influence nutritional status; e.g., diabetes, tuberculosis, anemia, drug addiction, alcoholism, depression . women known to be dietary faddists
. Drugs The amount and type of drugs taken during pregnancy affects the developing embryo or fetus.	To become aware of all drugs and drug sources which may be available to the pregnant female.	Have students compile a list of commonly available drugs and their sources; e.g., sleeping pills, pain killers, vitamin supplements, alcohol, caffeine and nicotine. (B) PRACTICUM
	To discover the effects of some drugs on the embryo or fetus.	Advise students on the availability of posters from sources such as the Alcoholism Foundation, Planned Parenthood and the Public Health Unit, and have them collect or make an assortment of posters on drug and alcohol awareness for display in the classroom or school. (I) Have students investigate the effects of smoking by the father on the developing embryo or fetus. (I) Using library information, literature or speakers, have students research a specific drug or condition known to be the result of a specific substance abuse; e.g., thalidomide, alcohol. (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
. Maternal Health		
Exercise and rest are important components of maternal health during pregnancy.	To become aware of the importance of good physical health.	Invite an obstetrician to class for general advice on the need for rest, types and amount of exercise required, and signals for caution during exercise for the pregnant female. (B)
Health conditions or serious illnesses encountered during pregnancy may directly affect the developing embryo or fetus.	To become aware of maternal health conditions and their possible effects on the developing embryo or fetus.	Have students identify the concerns the following conditions might cause the expectant mother and the developing embryo or fetus: (B) . rubella or German measles . sexually transmitted diseases . diabetes . high blood pressure . overweight . underweight . Rh factor
. Environmental Factors		
Certain environmental factors can and will interfere with the proper development of the embryo or fetus.	To recognize environmental factors which may affect the developing fetus.	PRACTICUM Discuss various environmental concerns or issues such as chemical leakage and air or water pollution or radiation, and have students take an advocacy role on an issue of their choice by writing a letter to an M.L.A. or M.P. or the newspaper, stating the concerns and emphasizing the effects on the developing embryo or fetus. (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
. Emotional Health		
Although it is difficult to evaluate the effects of a woman's emotions on prenatal development, some research indicates a relationship between a stressful life and postnatal abnormalities.	To examine the degree to which the emotional well-being of the mother can affect the embryo or fetus.	Have students discuss how the emotional well-being of the mother may affect the embryo or fetus. (I)
	To recognize the emotional supports available to the pregnant female.	In listing the emotional supports available to the female during pregnancy, have students discuss the role of the father of the child, family members and community support services. (B) PRACTICUM Have students interview a pregnant woman or new mother, asking her to describe her feelings about the pregnancy and birth, and changes in physical appearance, hormones, and lifestyle that may have resulted. What suggestions does she have for making the event as emotionally positive as possible? (I)
. The Role of the Father		
The father can play an active and important role in the pregnancy.	To evaluate the importance of the father or partner in the pregnancy experience.	Have students list ways in which spouses, family members and friends can be of support during pregnancy and discuss the resulting benefits: (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES

- helping to plan nutritious meals
- not smoking
- not offering alcoholic beverages to the mother
- attending and participating in prenatal classes and delivery

Discuss: "Parents who think in terms of a pregnancy being "theirs" are more likely to be mutually involved, thus providing a more ideal environment for a healthy and satisfying pregnancy." (I)

- Superstition and Misinformation

Knowledge of the superstitions, misbeliefs and misinformation surrounding pregnancy can alleviate stress during pregnancy.

To discuss and evaluate some common superstitions and misbeliefs about pregnancy.

Have students discuss (B) and evaluate (I) the following statements:

- A mother who admires paintings or good music will give birth to a painter or musician.
- Looking at a crippled person during pregnancy results in a baby who is lame.
- Crossing legs causes the umbilical cord to become tangled.
- A mother loses a tooth for every baby to whom she gives birth.
- Buying things for the baby prior to birth results in bad luck.
- A mother can never return to her pre-pregnancy weight.
- The gender of the baby can be predicted by the way it is carried.
- Drinking wine makes good blood.

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		. Baby will choke on the cord if the mother exercises. . A fetus will stick to the mother's back if she sleeps a lot. . A shock can bring on early labor.
3. Prenatal Diagnosis		
Several techniques are now available to doctors to assess the health of the fetus during pregnancy.	To examine the prenatal diagnostic techniques currently being used.	PRACTICUM Plan a field trip to a hospital equipped to test women by means of the following: (I) . amniocentesis . ultrasound . fetoscopy . maternal blood testing . electronic fetal monitoring
	To become aware of the advantages, disadvantages and limitations of the different diagnostic techniques.	To determine the value of prenatal tests and assessments, have students interview doctors, nurses and technicians who perform these tests. (I) PRACTICUM
	To assess the conditions under which such testing is deemed necessary.	Have students interview women on whom prenatal testing was performed. Why were the tests considered necessary? (A) Have students interview doctors to obtain information on general "rules" for administering prenatal diagnostic testing. (A) Initiate a class debate on: The Ethics of Prenatal Diagnosis. (A)

VI. MAJOR CONCEPT: Birth

MAJOR OBJECTIVES: To become aware of the importance of preparation for birth, to describe the process of labour and delivery, and to assess the characteristics of the newborn

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. PREPARATION FOR BIRTH		
The birth of a child can be an exciting and satisfying experience. An increasing number of expectant parents are preparing for the birthing experience, but also for the adjustments following a birth.	To describe the preparation involved in equipping a home for a new baby.	PRACTICUM To help students prepare a shopping list of items needed for a new baby, have them visit the baby department of a large store or consult a catalogue, noting the cost of every required item. (B) Together with the class, discuss decisions that need to be made regarding the care of the baby prior to birth. (I) For example, arrangements need to be made regarding the following: . purchase of equipment . choice of diapers (cloth, disposable, diaper service) . allocation of baby's sleeping accommodation
	To assess the family and lifestyle changes that are likely to occur when a new baby arrives.	Divide the class into small groups, asking each group to identify the changes anticipated with the arrival of a new baby. Have them discuss the implications of effects on career, finances, time, responsibility, social and leisure activities, relationships between parents, accommodations and siblings. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To become aware of and evaluate the importance of prenatal education for all parents-to-be.	PRACTICUM Prior to attending a prenatal class, have students identify the information expected to be made available at the class. During the visit, have them record information on breathing and exercise, role of coach, relaxation techniques, and the actual birth process. (I)
B. LABOUR AND DELIVERY		
The onset of labour signals the long awaited arrival of a new baby.	To describe the three stages of the birth process.	Invite a doctor or school nurse to class to discuss labour and delivery or show a film describing the birth process. (B) Have students define the following: (I) . signs of the onset of labour; e.g., heightening contraction . stages of labour; e.g., dilation, expulsion, placental
	To become aware of other delivery procedures.	Have students research alternative methods of delivery such as the following: (A) . cesarean birth . breech birth . Leboyer

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
C. THE NEWBORN		
All newborn babies pass through a transitional period known as the neonatal period. During this time, the newborn must make the transition from life supported entirely by the mother, to an independent existence outside of the womb.	To identify the medical attention neonates receive at birth.	Have students define: neonate. (B) Discuss as a class how and why certain procedures are carried out following the birth: (I) . inducing birth cry . clamping and cutting umbilical cord . disinfecting eyes . administering PKU test . circumcising males (optional) . cleaning, weighing, measuring newborn . performing physical examination Have students describe the APGAR TEST and note its significance to the newborn. (I)
	To become aware of the physical characteristics of the newborn.	Have students identify the physical characteristics of a newborn; e.g., height, weight. (B) Using pictures collected by the class, have students compare the appearance of newborn babies and older babies. (B) Discuss reasons for similarities and differences; e.g., skin quality, head formation, body proportions. (I)
	To examine the physiological adjustments enabling a neonate to become an independent organism.	Have students discuss the needs and physiological adjustments undergone during the neonatal period with respect to the following: (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		. circulatory system . respiratory system (breathing) . gastrointestinal system (eating and elimination) . temperature regulation . immune system
Consistent and meaningful human contact is an important factor in the healthy emotional development of the newborn.	To assess the importance of human contact and attachment between the newborn and the caregivers.	Have students define: bonding. (B) PRACTICUM Have them interview parents to describe their bonding experience. (I) Discuss: "Father plays an essential role in the birthing and bonding experience." (A)

VII. MAJOR CONCEPT: The Infant

MAJOR OBJECTIVES: To identify the basic needs of the infant, to understand physical, intellectual, emotional and social development in infancy and the importance of caring for the infant

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. BASIC NEEDS OF THE INFANT		
Recognizing and meeting the basic needs of the newborn through loving interaction between infant and caregiver is essential for the child's optimal growth and development.	To identify the basic needs of the infant.	Using Maslow's human needs theory as a reference, have students discuss the needs of the infant. (B)
1. Feeding		
Feeding is not only important for proper physical growth and development but also helps to establish an important psychological relationship between the infant and the caregiver.	To recognize that feeding is essential to proper physical growth and development.	Have students identify the nutritional needs of the infant. (B) In discussing breast feeding and bottle feeding, have students examine the advantages and disadvantages of both methods to mother and child. (B) PRACTICUM Discuss (B) or observe (I) the feeding of infants by parents or caregivers. The discussion is to include observations on the importance of loving physical contact and verbal communication, as well as on the emotions of parents or caregivers while feeding the babies.

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To recognize that as babies grow, they need a variety of foods to get all the necessary nutrients.	Have students discuss the introduction of solid foods into the infant's diet. (B) PRACTICUM Have students prepare and sample several foods suitable for infants of various ages and compare them with purchased ready-made infant foods. (B) Have them discuss the pros and cons of purchased and homemade baby foods, describing how these foods meet the child's nutritional needs. Have them plan a 3-day menu for infants of various ages. (I)
	To analyze the importance of the parents' or caregivers' attitudes towards food in helping to encourage good eating habits in children in their care.	Have students research the effects of early eating habits on future health; e.g., obesity, eating disorders. (I)
2. Elimination		
Changing diapers can be an opportunity for caregivers to show infants tender loving care, but it is primarily a time to assess the general health of the child.	To recognize that elimination is a sign of a normally developing infant.	Initiate class discussion on the concept that an individual's general health is reflected by changes in bowel movements; e.g., consistency, frequency. (B) Have students discuss how these changes correspond to the development of the intestinal tract and type of food ingested. (I)
	To examine ways to make routine baby care into recreational or social times.	Have students discuss ways in which a parent can add to the intellectual and emotional development of a child during a diaper change. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
3. Bathing		
Bathing an infant not only provides for cleanliness, but can also be a pleasurable experience for both parents and baby.	To discuss proper bathing techniques.	In discussing proper bathing techniques, have students consider safety during bath time, proper cleansing, and after-care. (B)
	To recognize that bathing a child is a good opportunity for exercising, playing and socializing.	Invite a prenatal teacher or public health nurse to class to discuss proper bathing procedures and the importance of bathing as a social experience. (B)
4. Clothing		
Although newborns do not need an elaborate wardrobe, several comfortable and easy-care clothing items are required.	To compile a list of essential clothing items for any newborn.	PRACTICUM Referring students to the baby department of retail or specialty stores or to catalogues, have them obtain (B) or develop (I) a "layette" list, calculating the minimum cost of the items.
	To evaluate the suitability of available clothing items for infants.	Based on an average requirement of 90-100 diapers per week, have students debate the use of disposable diapers, cloth diapers, or a diaper service. (I) PRACTICUM Selecting several clothing items for infants available in a retail store, have students examine and evaluate the products based on the following criteria: cost, ease of care, comfort (fibre content, texture), ease of dressing, freedom of movement, allowance for growth, durability, safety features. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		PRACTICUM Have students design a garment suitable for a baby of a specific age. (A)
5. Sleeping Sleep is essential for maintaining growth and energy demands during infancy.	To become aware of the infant's physical need for sleep. To describe the environmental conditions required to adequately meet a baby's sleep needs.	Lead students in a discussion on the infant's need for sleep (B) and sleeping patterns. (I) PRACTICUM Have students interview a pediatrician or conduct research for information regarding the growth patterns of infants and the correlation between growth and sleep needs. Have them identify the symptoms and problems associated with inadequate sleep. (I) In discussing environmental factors affecting sleeping conditions, have students consider the following: (B) . bed, clothes, and bedcovers . position . lighting, noise and temperature levels . rocking and other soothing behavior Have students examine current research debating the use of pacifiers or allowing thumb sucking to help babies relax. Conduct a debate in class. (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
6. Exercising		
While babies exercise many of their own muscles by turning, kicking, waving arms, moving fingers and crying, caregivers can also help to strengthen muscles of infants with appropriate toys and activities.	To examine currently available toys for their ability to meet the baby's exercise needs.	Have students collect or examine catalogue illustrations of an assortment of infant toys. (B) Have them determine the age suitability and their effectiveness in providing physical stimulation. (I)
	To develop exercise strategies suitable for infants and older babies.	Have students discuss exercises that the caregiver can perform with the infant to strengthen muscles in the back, legs, and neck. (I)
B. PHYSICAL DEVELOPMENT OF THE INFANT		
Reflexes, along with continually developing senses and motor skills, enable the infant to begin the process towards full development.		
1. Growth and Development		
Change is a constant in the day-to-day growth and development of an infant.	To become aware of physical changes in the infant.	Have students identify the changing physical characteristics of the infant; e.g., height, weight, eye color. (B)
2. Reflexes		
Immediately after birth, the new baby is able to respond automatically to a wide variety of stimuli. These responses are called reflexes.	To describe infant reflex behavior.	Have students collect or draw illustrations of babies exhibiting the following reflex behavior: (B) . rooting . moro or startling

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		. grasping . swimming . tonic neck . babinski reflex . walking . sucking PRACTICUM Present a film or invite a mother and her young infant to class. Have students attempt to stimulate reflexive responses in infants. (I)
	To analyze reflexes in terms of their function.	Have students describe the function of reflexes; e.g., (I) . The doctor uses infant reflexes as tests for neurological evaluation. . The baby uses reflexes for protection and survival, as well as the basis for later learning.
3. Sensory Development Sensory development begins in the womb and is an ongoing process throughout life.	To identify the sensory abilities of the infant.	Have students describe the sensory abilities of the infant. (I) As a class, discuss the development process of each of the five senses from before birth to full maturation. (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To recognize that caregivers can enrich the sensory learning experience of infants.	In discussing the importance of providing a rich variety of experiences to stimulate the infant's developing senses, have students consider toys, people, food, music, and physical environment. (I)
4. Motor Development As a baby's central nervous system, muscles, and bones develop, the child gradually achieves control over its body.		
. Gross Motor Skills The gross motor skills related to the large muscles of the body begin developing at the head, and then progress down to the trunk and hands and finally to the legs.	To identify the developmental stages of locomotion.	Have students define: locomotion. (B) Have them chart in detail the progressive development of locomotion. (B)
	To observe the process of large muscle development during infancy.	PRACTICUM While observing several infants at various ages, have students note signs of the process of development, such as: (B) . head and neck control . rolling over . sitting up . creeping and crawling . standing . walking

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To devise theories regarding the progressive physical development of human beings.	PRACTICUM By observing several babies who are in various stages of motor development and walking, have students note differences in gross motor development, describing the position of feet, arms, and head and the degree of leg movement. Have them draw conclusions that support the developmental rules of "head to foot," "near to far" and "ages and stages." (A)
. Fine Motor Skills The fine motor skills related to the small muscles of the hands and fingers develop after the gross motor skills.	To discover that small muscle development is progressive.	PRACTICUM Have students observe several infants of various ages to determine their fine motor skills; e.g., mitten grasp, three-finger hold, pincer grip. (B)
	To identify the developmental stages of manipulation.	Have students define: manipulation. (B) Instruct students to chart the progressive development of the infant's use of hands, identifying the stages of manipulation. (B) As a class, discuss the value of toys in enhancing manipulation skills. (I)
. Enhancing Motor Development Infants growing up in a stimulating, encouraging environment will develop their motor skills to the best of their potential.	To recognize the importance of environment to the process of motor development.	Taking into account both environmental conditions and the qualities of a caregiver, have students describe ways of stimulating an infant to develop both its gross and fine motor skills to their maximum potential. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
C. INTELLECTUAL DEVELOPMENT OF THE INFANT		
Intellectual development is the ability to learn and is based on memory and language.	To define intellectual development.	Have students define: intellectual development. (B)
1. Memory		
The development of memory is a complex and continuous mental process.	To discover that infants develop the ability to remember very early in life.	PRACTICUM By observing babies of different ages, have students identify behavior that indicates memory; e.g., recognition, pointing or walking to a ringing telephone, "making strange." (B) Have them trace the stages of language development. (B)
2. Language		
Communicating through speech is one of the most important skills a human being acquires. Learning to speak is a complicated skill.	To identify the stages through which all children learn a language.	PRACTICUM Have students record the attempt of infants to communicate at various ages, identifying the stages of language development and deciphering the messages communicated. (I)
3. Enhancing Intellectual Development		
If infants are to develop intellectually, they have to be able to explore new places, new people and new objects in their world.	To examine the environmental influences that affect an infant's use of intellectual abilities.	PRACTICUM Have students examine toys for infants, evaluating them in terms of their effectiveness in encouraging intellectual development. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		PRACTICUM Have students design a game, toy or mobile which would encourage intellectual development at a specific age. (A)
	To examine the influence of the primary caregiver on early language development.	As a class, discuss the importance of the primary caregiver as a "speech model." (I) PRACTICUM Have students converse with another person while a baby is present. Have them observe alterations in the baby's "conversation" when the discussion stops, the baby is ignored, or when attention is diverted to the baby. Have students compare differences in the baby's attempts to communicate while being bathed or having its diaper changed while the caregiver talks or remains quiet. (I)
D. EMOTIONAL AND SOCIAL DEVELOPMENT OF THE INFANT Emotional and social development are closely related, together they influence the infant's behaviors and relationships.		
1. Becoming an Emotional and Social Person		
Emotional and social development is a major part of personality development beginning at birth.	To identify early emotional and social behavior in infants.	Have students discuss how infants begin to express their unique personalities through characteristics such as crying, sleeping and activity patterns. (B)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
2. Crying		
Babies communicate their emotional state by crying. Moreover, the response of caregivers to the infants' cries affects their emotional and social development.	To recognize that there are different crying patterns which communicate pain, hunger, need for comfort or anger.	PRACTICUM By listening to numerous babies cry, have students attempt to distinguish different messages from the crying pattern. (B)
	To contrast the effects of parental response to crying on babies' emotional/social development.	PRACTICUM Have students interview parents of different generations and cultures to compare their attitudes on responding to children's crying. (I) Invite a social worker or child care worker to class to discuss the long-term effects of emotional neglect such as non-response to crying. (I)
3. Attachment Behaviors		
The early bonding between parent and child results in long-term attachment. Attachment is an active, affectionate, and reciprocal relationship between an infant and parents.	To define attachment.	Have students define: attachment. (B)
Attachment behavior, like other developmental processes, occur in a sequence.	To examine attachment behavior which appears to be universal.	As a class, identify and discuss attachment behavior demonstrating emotional and social development; e.g., (B)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		. differential smiling and vocalization . crying when parent leaves the room . following a caregiver by creeping or walking . exploring, while keeping a parent as a secure base . clinging . lifting arms in greeting
	To recognize that attachment behavior may result in a normal response known as "stranger anxiety."	Have students cite examples of infants "making strange." (B) Have them identify specific periods when this behavior occurs (I) and discuss the significance of attachment behavior to the child. (A)
In the attachment process it is not the length of time spent with the infant, but rather the quality of the interactions that cause it to occur.	To assess the role of the mother in establishing attachment behavior.	In discussing the factors that affect the mother/infant relationship, have students consider the following elements: (I) . sensitivity to infant's needs and moods . physical circumstances . attitude toward children . expressions of affection
Most babies are attached not only to their mothers, but to their fathers as well.	To assess the significance of the father/infant relationship.	PRACTICUM Have students interview fathers who take an active role in child care. Of what significance do they see their role? Have them interview fathers who do not take an active role in child care. What do they see as their role in parenting? (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
4. Enhancing Emotional and Social Development The infant thrives when receiving affectionate, attentive and responsive care.	To evaluate important social and emotional goals of childraising.	As a class, identify and discuss emotional and social goals of childraising, including the development of the following: (I) . a positive self-concept . the ability to give and receive affection . attachment to parents and caregivers . interest in other people . communication skills
E. CARING FOR INFANTS A child's world is a happy and healthy one when the caregiver provides a caring environment.		
1. Health and Safety Developing good health habits in children can help to encourage independence and promote a sense of self.	To identify medical procedures necessary to protect an infant's health.	Have students prepare a list of preventive health measures caregivers can practice at home and encourage children to learn; e.g., dental, nutritional, safety. (B) Invite a public health nurse to class to describe the role of health care professionals in visiting new parents and to make recommendations regarding the care of baby's health. Have students discuss the importance of regular checkups. (B)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students prepare a poster to identify sound home practices in such areas as personal hygiene, freedom to play and explore, nutrition. (B)
Immunization is vital in protecting a child from serious illness.	To identify the major diseases children need protection against through immunization.	Have students identify the standard immunization shots or oral vaccines administered to children. (B)
A major responsibility of the caregiver is providing a safe environment for children.	To create a risk-free environment for infants.	PRACTICUM Have students investigate a home from an infant's viewpoint by crawling around the house on hands and knees and identifying the potential danger areas for infants. Have them describe how a home can be "accident proofed." (B)
		PRACTICUM Have students create a poster entitled "Baby-Proofing Your Home" for display in a prenatal clinic. (I)
		PRACTICUM In preparing a "parent guide" to toy and equipment safety, have students consider the following resources: (A) . consumer reports . government legislation and standards . research reports . safety experimentation data on flammability, security and function of removable parts, stability . personal examination of toys and equipment

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
2. Routines After birth, the caregiver provides for the infant's routine needs of sleep, exercise and activity.	To discover the importance of establishing routines for the infant.	PRACTICUM To help students gain an understanding of the care required by a child, have them babysit an infant for a day or spend a day with a new mother. Have them chart a typical daily routine for the family with a new baby, totalling up the hours spent on care-related activities such as feeding, dressing, bathing, washing, diapering and playing. How much time is left for the caregiver's rest and relaxation? (I)
3. Toys and Play Through the use of toys and play, parents and caregivers can help a baby grow and develop.	To examine toys and games and analyze them in terms of their ability to contribute to the development of the baby.	Have students compile a list of lullabies and simple activities that can be used with infants (B) and discuss their significance to the infants' development. (I) Using toy advertisements collected from magazines or newspapers, have students prepare a bulletin board identifying the appropriate and inappropriate toys for infants at various age levels. (I)
4. Guiding Behavior Guiding an infant's behavior as an expression of love is an important part of child care, enabling the child to get along in society.	To define and differentiate between guidance, discipline and punishment.	Have students define: guidance, discipline and punishment. (B) Present social situations or case studies, asking students to describe whether they are examples of guidance, discipline or punishment. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To discover and conclude that guiding an infant's behavior is fundamental to its development.	PRACTICUM Instruct students to visit a day care, spend time with a parent and small child or babysit. Have them record each time guidance is administered, stating the intended outcomes of that guidance. For a specific time period, have them record the number of times encouraging comments are used and the number of times "no-no's" are used, summarizing the value of each response to the infant's behavior. (I)
	To evaluate forms of guidance in terms of their effectiveness.	Present a film or case studies of "difficult" children (B), asking students to consider several different methods that might be effective in changing negative behavior; e.g., positive encouragement, physical punishment, verbal punishment, withdrawal of affection or attention and withdrawal of positive reinforcers. Have students discuss the advantages and disadvantages of each method. (I) Have students predict the long-term and short-term effects of omitting guidance from caregivers. (I) Discuss: "At what point does punishment become child abuse?" (I)

VIII. MAJOR CONCEPT: The Preschool Child

MAJOR OBJECTIVES: To identify the basic needs of the preschooler, to recognize physical, intellectual, social and emotional development occurring at this stage and to understand the importance of play for the preschool child

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. BASIC NEEDS OF THE PRESCHOOL CHILD		
Although the abilities of children develop progressively during infancy and the preschool years, their basic needs are the same as those of any other human being, regardless of age or stage of life.	To recognize the basic needs of all preschoolers.	As a class, review Maslow's theory of the needs of the preschool child. (B)
	To become aware of physical, emotional, social and intellectual changes in the preschooler's needs.	In charting the similarities and the differences in caring for infants and preschool children, have students examine practices relating to toileting, feeding, sleeping, exercising and hygiene. (I)
B. PHYSICAL DEVELOPMENT OF THE PRESCHOOL CHILD		
Preschoolers follow the same basic process of growth and development as infants.		
1. Growth and Development		
Change is a constant in the day-to-day growth and development of the preschool child.	To become aware of the physical changes occurring in the preschool child.	Have students identify the changing physical characteristics of the child; e.g., height, weight, body shape. (B)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
2. Gross Motor Skills		
The continuing process of large muscle development during childhood involves limb coordination, achieved through activities such as walking, running, skipping, jumping, climbing and hopping.	To trace and determine the progressive development of gross motor skills of preschoolers.	Have students chart in detail the progressive development of locomotion. (B) PRACTICUM Have students examine large play equipment at a day-care, playground or school and observe children playing on it. (B) Have them describe and record how children of different ages perform the skills by using the equipment. Using the same observation format, have students observe children perform activities such as walking, skipping, jumping and hopping. (I)
	To recognize ways parents and caregivers can encourage large muscle development in children and provide for their safety.	Have students evaluate the "jungle gym," or a variety of riding equipment in terms of its ability to encourage large muscle development in a safe manner. (A)
3. Fine Motor Skills		
As eye-hand coordination progressively improves, children are better able to master more complex tasks.	To recognize progressive changes in the fine motor coordination of preschoolers.	Have students define: eye-hand coordination and handedness. (B) Have students chart in detail fine motor development in the preschool child. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To identify and observe landmark skills in the small muscle development of young children.	PRACTICUM
	To recognize individual differences between children of the same age.	Have students select three children, ranging in age from 2 to 5, and observe the children performing various tasks, such as using scissors, drawing and coloring, turning the pages of a book, feeding themselves and dressing. (B) Have them compare dexterity of eye-hand coordination and incidence of hand preference. Have them discuss whether the children of the same age could complete the same tasks with the same level of competence. (I)
	To develop activities which are suitable for preschool children and which encourage eye-hand coordination.	PRACTICUM
		Selecting a specific age of child, have students suggest or design a game, toy, or activity which can be readily used to encourage eye-hand coordination. Have them try the activity with a child of the intended age, analyzing the activity in terms of its age suitability, enjoyment for the child and its effectiveness in meeting the intended objectives. (A)
4. Feeding and Nutrition		
Food choices and habits established during childhood influence health and development.	To discover the nutritional needs of children.	As a class, review "Canada's Food Guide" and the Canadian Dietary Standard for food and nutrient requirements for preschoolers. (B)
	To assess the effects of nutrition on a child's growth and development.	Have students obtain data comparing the physical and intellectual development of undernourished and properly nourished children. (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To become aware of appropriate food choices for preschoolers.	PRACTICUM Referring to a cookbook for children, have students compare recipes or prepare foods suitable for children of different ages. (B) Have them analyze why some foods are very popular for young children and why others are not. (I) PRACTICUM Have students prepare a meal or conduct a taste panel for children of different ages. While observing children as they eat, have students note demonstrations of preferences, dislikes or difficulty with certain foods. What foods were well received by all of the children or by a certain age group, or by none? Have students determine reasons for responses to foods (B) and make generalizations about the food choices of children. (I)
	To become aware of common behavior related to food intake which may be detrimental to a child's health.	To help students analyze the effects of using food to direct behavior, have them consider the following strategies: (I) . "You won't get any dessert until you finish your supper." . "Here, this cookie will make you feel better." . "If you give me a kiss, I will give you a candy."

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Discuss: "When should children start to brush their teeth or have their first dental check-up?" (I)
	To design a plan for encouraging children to learn proper nutrition and good eating habits.	Have students plan one day of menus for a child and suggest methods to encourage the child to adopt good eating habits. (A)
5. Elimination and Toilet Training		
Successful toilet training depends on the physical and emotional development of the child.	To determine a child's readiness for toilet training.	Have students determine factors of readiness for bladder and sphincter control. (B)
		Have them consult several books on child care suggesting different toilet training theories." (A)
	To discover the problems that can occur during the process of toilet training.	As a class, discuss the problems that can occur during toilet training. (B)
		Have students define "enuresis" or bedwetting and suggest ways in which the caregiver can help the child overcome bedwetting. (I)
6. Illness and Accidents		
Illness is more common in early childhood than at any other time of a child's life.	To become aware of common childhood illnesses.	Have students list the common childhood illnesses. (B)
	To identify the warning signs of illness or poor health in early childhood.	Have them describe the warning signals and the nature of each illness. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To discover how a caregiver can prepare children for a visit to the doctor or hospital.	Using children's literature or stories which describe a visit to the doctor or the hospital, have students suggest ways in which a parent or caregiver can make such an experience a positive one. (A)
Parents and caregivers can help prevent accidents by ensuring that they provide children with safe places to crawl, climb and explore.	To prepare a safety checklist identifying the possible accident-prone areas in a child's environment.	PRACTICUM Have students prepare a poster entitled "Safety Rules for ...," using particular target groups or locations such as parents, child care centres and doctors' offices. (B) Instruct students to investigate safety precautions and procedures provided in information from specialized courses or services such as babysitting and first-aid courses and poison control centres. (I) PRACTICUM In their evaluation of a child's school or home setting or playground, have students identify any elements posing a risk of accidents or problems and suggest ways to eliminate or avoid possible dangers; e.g., bathroom, toys and equipment, pets. (I)
C. INTELLECTUAL DEVELOPMENT OF THE PRESCHOOL CHILD Caregivers can contribute to a child's intellectual development by providing a stimulating environment in which to explore and learn.		

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES

1. How Preschoolers Learn

Many factors affect the level to which a child's intelligence develops. These factors include both the influence of the environment and genetic inheritance.

To assess the hereditary and environmental influences which can affect a child's intellectual development.

Have students examine research describing the factors which influence intellectual development and suggest reasons why these factors can influence the ability to learn. Factors to be considered include family size, socio-economic status, birth order. (A)

Topic for a class debate: "Super Baby--Super Adult." (A)

PRACTICUM

Learning can be described as the process by which a person acquires or modifies a particular pattern of behavior. During childhood, this learning progresses in an orderly and predictable pattern, accompanying the maturation process.

To identify and analyze the intellectual capabilities of preschoolers.

To help students assess intellectual development, have them observe children of preschool age, indicating the abilities they appear to have developed by describing incidences when the following behavior are demonstrated: (I)

- classifying
- reasoning
- seriating
- pretending

PRACTICUM

Have students devise an experiment or game to test whether children of various ages have developed one of these abilities, describing abilities demonstrated at each age level. (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		PRACTICUM Have students record several statements or stories by preschoolers which indicate that they have a knowledge of the following concepts of: (A) . time . spatial relationships . distance . size and weight . reversibility . conservation
Once the early intellectual abilities of children have been well established, they are ready and capable of learning concepts of a more complex nature.	To evaluate the readiness of preschoolers to learn increasingly complicated intellectual tasks.	PRACTICUM Have students interview teachers of preschool children to discover the ages at which children are taught tasks such as reading, writing and arithmetic, the methods used to determine a child's readiness to learn these tasks and the techniques used to prepare children to learn more complex tasks. (I)
2. Language		
An important step in the intellectual development of a child is learning to use language to communicate.	To discover the process by which human beings acquire language skills.	PRACTICUM Instruct students to visit a playground or day-care centre and make a tape recording of the children's interactions. In describing how children of different ages communicate, have students use the following criteria: (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		. range of vocabulary . difficulty of words . complexity and length of sentences . evidence of speech problems; e.g., baby talk, lisping, slurring
	To evaluate techniques for stimulating and expanding verbal communication.	Have students define: "speech model." (B) Have them discuss the importance of significant "speech models" in a child's life. (B) PRACTICUM Have students design a game or activity which will develop language skills by introducing new words or enhancing comprehension; e.g.: (I) . learn a song or poem . exhibit a box of fabric scraps and describe textures of fabrics and other materials . identify pictures of common foods, etc. . play "Simon Says," "I Spy," "Mother May I," "Red Light, Green Light," "Guess Who I Am" . read a story that combines language development and physical activity . create flashcards which will help develop language skills Discuss: "Immersion education: pros and cons of learning a second language in early childhood." (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
D. EMOTIONAL AND SOCIAL DEVELOPMENT OF THE PRESCHOOL CHILD		
With an understanding of the goals, caregivers will be able to nurture a child's development.	To identify and discuss important social and emotional goals for the preschool child that caregivers work towards.	Discuss the social and emotional goals of the preschooler; e.g., becoming independent, differentiating gender characteristics, learning to share and cooperate. (I)
1. Role of the Caregiver		
Caregivers who provide a warm and nurturing environment will help children to develop a positive self-concept.	To recognize the importance of the caregiver to the emotional and social development of the preschool child.	PRACTICUM Have students interview grandparents about their perceived role in the emotional development of the child. (B) PRACTICUM By observing teachers, day-care workers, parents and babysitters, have students record behavior that might affect the emotional and social development of preschoolers. (I)
2. Common Emotions of Children		
Emotions are a normal and crucial part of a child's development.	To examine the emotions common to childhood and observe how children express emotions.	PRACTICUM Have students observe children as they play with friends, with toys or by themselves. Have them record the emotions observed (e.g.; love, anger, jealousy, fear) and describe how each of these emotions is expressed (e.g.; hitting, crying, thumb sucking, tantrums). (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		As a class, discuss: The expression of emotions is a developmental process. (A)
Aggressive behavior surfaces in the preschool child. Caregivers play an important role in helping children express their aggression positively.	To describe aggressive behavior in children and infer its causes.	Have students define: aggression. (B) PRACTICUM Have students interview parents or teachers about aggression in children, identifying incidents which seem to provoke aggressive behavior in children and types of behavior exhibited. (I)
	To discover that a certain amount of aggression is normal in children and that children need opportunities to express their aggression.	Have students discuss techniques caregivers can use to foster acceptable expressions of aggressive feelings. (I) Have students role play situations involving aggressive behavior and the caregiver role in directing the expression of aggression. (A)
3. Socialization		
Growing socially means learning to relate to and live with other people.	To identify the process of socialization.	Have students define: socialization. (B) Discuss as a class the process through which children become socialized. (I)
Children learn sex role patterns very early in life. It is these atti-	To become aware of the meaning of sex roles and how children learn their sexual identity.	Have students define: identification, gender identity and sex-role stereotyping. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES

tudes, considered by society to be "appropriate" for males and females, that directs an individual's behavior, emotions, and opinions throughout the life.

Listening to children's comments can help students identify statements that suggest the adoption of sex-role attitudes; e.g., "I want to be a mommy/daddy when I grow up." "I am going to be a fireman/nurse when I grow up." Have them discuss how gender identity evolves. (I)

PRACTICUM

Have students observe children in dramatic play and describe evidence of gender identification. What roles do the children assume? Do they switch roles? Have students discuss the importance of role playing in gender identification. (I)

PRACTICUM

Have students visit a children's clothing store and hair stylist and analyze the clothing and hair styles available for boys and girls. Have them record the messages received; e.g., frills and bow ties versus sweat suits and sneakers; long hair versus short, easy hair styles. (I)

Have students analyze factors that perpetuate sex role stereotypes. (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
Developing early friendships is an important step in the socialization process because it lays the foundation for children's attitudes towards people and how they respond to social situations. Caregivers can be an integral part of this socialization process.	To recognize the importance of friendships in the socialization process.	Have students list behavior that indicates a preschooler's ability to develop friendships. (I)
	To discuss the role of the caregiver in a child's ability to develop relationships.	As a class, discuss the role the caregiver plays in helping children understand the effect of their behavior in developing friendships. (I)
E. THE IMPORTANCE OF PLAY		
Play is a fundamental element in a child's development, engaging and stimulating all physical, intellectual, social and emotional human faculties.	To identify the role of play in physical, social, emotional, and intellectual development of children.	Have students discuss the value of play and the nature of learning that can occur through play; e.g., enhancing physical attributes and abilities, creativity and imagination, emotional controls and sociability. (B) Discuss: "Play is child's work." (I) PRACTICUM Using an assortment of toys collected by the class, have students analyze how each toy might encourage the four components of development. After allowing children to play with the toys, have students record whether the activities support their analysis. (A)
	To recognize that patterns of play parallel patterns and stages of a child's development.	Have students define the four types of play--solitary, parallel, associative and cooperative. (B)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		PRACTICUM Have students observe children ranging in age from 2 to 5, assess their play. Have them prepare a report describing the parallels between patterns of play and stages of development. (I)
	To assess the importance of the caregiver's role in children's play.	PRACTICUM In preparation for babysitting a preschooler, have students design a schedule for filling the time with activities. Have them determine the role of play in the child's development and evaluate the enjoyment of the time spent with the child. (A)

IX. MAJOR CONCEPT: Parenting: Role of the Caregiver

MAJOR OBJECTIVE: To build nurturing relationships, prepare for parenthood, and understand parental responsibility towards children

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. BUILDING NURTURING RELATIONSHIPS The nurturance of children requires loving care and attention. To nurture children is to love them, teach them and further their development.		
1. Empathy Empathy is vital to building a positive parent/child relationship, for it enables the parent to communicate with and understand the emotions of the child.	To examine the importance of empathy in developing good parent/child relationships.	Have students define: empathy. (B) PRACTICUM Using case studies or observations, have students describe the emotions a child might be experiencing during a particularly stresful situation. Have them observe how parents or caregivers demonstrate empathy when dealing with the situation. (I)
2. Listening Listening is an important tool in the repertoire of parenting skills.	To illustrate that listening can enhance parent/child relationships.	Play "telephone" by passing a message around the group. Have students compare the final message to the original statement. (B) Have students suggest ways family members can build their own listening skills at home. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
3. Encouragement		
In building nurturing relationships, it is especially important to provide children with encouragement, thereby giving them a sense of hope and self-confidence.	To discover that providing the child with encouragement helps create a warm, emotional home environment and helps to establish the groundwork for success in the future.	Have students list words used by parents, caregivers and teachers suggesting encouragement. (B) Assign the reading of an autobiography or an autobiographical article of a successful individual. Have students describe the role of parents or other caring persons in providing this individual with the necessary encouragement to succeed. (I) Discuss: "Encouragement leads to motivation. Motivation leads to learning and the development of a positive self-concept." (A)
B. PREPARING FOR PARENTHOOD		
Parenthood is one role in life that is irreversible. It is therefore essential that the choice of parenthood be an informed one.		
1. Psychological Preparation		
Being psychologically prepared for parenthood requires that the prospective parents become informed of what is required of parents.	To recognize that parenthood requires total acceptance of the child and the responsibilities that are inherent in parenting. To define the term "parenting."	Have students design an advertisement and complete a job application form for prospective parents. (I) Have them role play an interview for the job. (A) As a class, develop a list of characteristics to describe a successful parent. (B)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Initiate a class discussion on traditional male and female roles and responsibilities in parenthood; ask students to identify those that are gender-related. (I) Have students create a creed for parents and for children; e.g., (I) . "The Rights of a Child Are ..." . "The Responsibilities of a Parent Are ..." . "The Rights of a Parent Are ..."
	To identify the realities and myths of parenthood.	Have students view several family-life television shows or commercials and describe examples of realistic or unrealistic representations of parenthood. (I) PRACTICUM Based on their interviews with parents or grandparents, have students compile a list of reasons people become parents. Were their expectations realized? (I)
2. Timing and Spacing		
Responsible parenting involves decisions and actions to ensure that every child is a wanted child.	To recognize the advantage of planning if, when and how many children are wanted.	Have students discuss (B) or develop (I) case studies illustrating a variety of family situations, analyzing the advantages of planning for children, their timing, spacing and number. Different religious and cultural attitudes towards family planning are to be examined by students. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To examine the factors that influence family planning decisions.	Discuss: "The 'right' time to have children." (I)
	To evaluate factors influencing the number and spacing of children.	Have a class discussion on the pros and cons of the one-child family and of a large family. (I) PRACTICUM Have students interview family planning professionals to determine the ideal spacing for children, discussing emotional, physical and financial factors. (I)
3. Economic Readiness		
Parents must be prepared to spend a large portion of their income on their children.	To become aware of the tremendous cost of raising a child to adulthood.	PRACTICUM Based on the current cost of living, have students calculate the cost of raising a child for the first five, ten and twenty years of life. Cost estimates are to include the initial cost of layette equipment and food requirements of an infant in addition to the food, clothing, toy and equipment needs increasing with advancing age. Also, to be included are cost of babysitters, day-care services, vacations, housing, dining out, insurance, education, transportation and medical and dental costs. (I) As a class, devise a parenting readiness questionnaire to be completed individually by students. (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
C. RESPONSIBILITY TOWARDS CHILDREN Every child deserves the right to be wanted and loved and to receive proper care and guidance. Parents who are ready and willing to accept this responsibility of parenthood will enjoy their children and will feel good about themselves as parents.		
1. Meeting Basic Needs All parents are responsible for meeting their children's basic needs.	To evaluate the importance of meeting a child's basic needs to ensure proper development.	Have students discuss (B) or develop (I) a case study or story about the consequences of failing to met a child's basic needs. As a class, develop a hierarchy of children's needs. (A)
2. Safety Parents must be sure to provide their children with a safe environment to encourage their well-being and development.	To become aware of the necessity of a safe environment for children of various ages.	Prepare a class list of safety precautions for a babysitter who is caring for three children--an infant, a toddler, and an eight-year-old. Have students identify the different problem areas for the three age groups and indicate ways of guarding against potential dangers, including the following: (I) Infant--e.g., change table, bath, crib Toddler--e.g., stairs, stove, poisonous substances Eight-year-old--e.g., bicycles, swimming facilities, outdoors

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To outline procedures to be followed when an accident occurs.	PRACTICUM Based on interviews with paramedics or participation in a first-aid or rescue service class, have students demonstrate or describe the correct procedures to follow in the event of accidents such as burns or scalds, nosebleeds or choking. (I) PRACTICUM Have students develop a first-aid file for parents, including posters with safety procedures, first-aid manuals and important telephone numbers for emergency services. (A)
3. Health A healthy child is a happy child who is able to grow, learn and be active.	To recognize that regular medical checkups and daily health routines are excellent preventative measures for keeping children healthy.	Have students prepare a schedule or calendar for parents to list daily routine activities and monthly or yearly checkups for children. Allow for other information such as immunization. (I)
4. Life Skills Training Parents are the most effective teachers that children will ever have. Ultimately, parents can help to shape the future world by providing an environment which will allow children to develop good basic life skills.	To analyze societal requirements for successful integration into the community.	Have students formulate a list of important life skills. (B) As a class, select individuals who are successful in society's eyes. Have students compare all of these individuals to determine what are the common factors amongst them. Have them compile a list of society's "unwritten" rules for success; e.g., cleanliness, moral behavior or integrity, self-motivation or direction. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To predict the consequences of failing to learn adequate life skills.	PRACTICUM Have students observe children in school, in day-care or in playgrounds and describe the behaviors exhibited which appear to suggest that a child is becoming well socialized and others which suggest the opposite. Have students predict the future of children who are not properly socialized; e.g., lack of friends, inability to keep a job, uncleanliness. Have them relate this to a positive or negative self-concept in a child. (A)
D. GUIDANCE Parents can offer their children love, support and guidance to help them become responsible independent adults.		
1. Responsibility and Direction At a very young age, children can learn to develop a sense of their own responsibilities and direction in life.	To examine techniques for developing self-reliance in children.	Have students list techniques parents or caregivers can use to enlist a child's "help" in household routines and to develop skills and attitudes which promote self-reliance and growth towards independence. Suggestions could include the following: toddlers--helping parent with younger sibling or picking up toys; preschoolers--dressing self, helping in the kitchen; school-age children--managing an allowance, assisting with regular chores. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To discuss critically the contribution of a developing sense of responsibility and direction towards the total growth of the child.	Debate or discuss: "Unless teenagers experience part-time jobs, they will embark upon adulthood unprepared in the areas of time management, money management, business operations, consumer skills and, in general, the ability to deal on a business level with other people." (A)
2. Behavior		
Parents who provide support, guidance and encouragement as well as limitations help their children learn to control their own behavior and become responsibile individuals.	To distinguish between different parenting styles.	To acquaint students with various approaches to parenting, have them read case studies reflecting different parenting styles: (I) . Authoritarian - strict parental control . Authoritative - parental control, with some allowance for verbal give-and-take from children . Permissive - minimal parental demands
	To predict the outcome of various parenting styles on the behavior of children.	Have students discuss (I) or examine (A) current research on how parenting styles may be affecting the behavior patterns of children.
Parents who understand misbehavior problems well will likely facilitate positive change in the child's development or behavior.	To become aware of techniques for dealing with common behavior problems.	PRACTICUM Have students interview parents or caregivers about common behavior problems in children and the successes and failures they have had in dealing with these problems. (I) Refer students to parent training programs for methods and ideas on effectively enhancing positive behavior in children. (I)

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X. MAJOR CONCEPT: Human Needs

MAJOR OBJECTIVE: To understand human needs theory and to identify the specific needs of children

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. UNIVERSAL NEEDS		
Basic Human Needs		
All human beings have similar needs and they depend on their environment to meet these needs.	To discover that all human beings have the same basic needs.	Have students examine magazines articles and illustrations of people of all ages from many different cultures and eras, making generalizations regarding their needs and drawing parallels between them. (B) Discuss: "How would human beings survive if atomic war destroyed most of the earth and they were to exist on another undeveloped planet?"
B. HUMAN NEEDS THEORY: MASLOW		
Abraham Maslow suggests that all human beings have the same basic needs and that meeting these needs is developmental and progressive.	To examine Maslow's theory of human needs. To assess the validity of this theory.	Have students prepare a poster illustrating the hierarchy of human needs. (B) Have students contrast and compare the needs of small children, teenagers and adults and discuss how their needs relate to this theory. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
Like all other human beings, children depend on their environment to meet their needs.	To identify the needs of children.	PRACTICUM Conduct an "egg babies" activity by presenting each student or pair of students with an egg, to be cared for during a period of time as a child would be cared for. Students are to keep a log of their experiences and draw conclusions regarding the needs of children and principles involved in caring for a child. (B)

XI. MAJOR CONCEPT: Studying Children: A Practical Experience

MAJOR OBJECTIVE: To understand observation techniques and methods of recording child development

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. PRACTICUM		
1. Role of a Practicum		
A greater understanding of how children develop can be achieved through observation and participation in a variety of settings.	To recognize that practical experience in observing and working with children assists in the understanding of child development.	Have students define: practicum and observation. (B)
	To identify places or situations in which children can be observed.	Have students list a variety of places or situations where children can be observed. (B)
		Discuss: "Babysitting--the ideal opportunity to learn about children." (B)
2. Observation Techniques		
A thorough knowledge of various types of observation techniques can help the caregiver understand child development.	To recognize observation techtechniques useful to the study of children.	As a class, discuss different types of observation techniques; e.g., anecdotal records, diary entries, timed samples, and controlled observations. (I)
	To examine the role of the observer.	Have students develop a list of qualities suitable for an observer; e.g., confidentiality, objectivity and silence. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To identify ways of recording observations and factors affecting observations.	In discussing methods of recording observation experiences, have students consider the following procedures: (I) . Use the child's exact words when recording conversation, look for feeling. . Describe observations in sequence. . Rewrite notes, filling in necessary information. . Use verbs, adverbs, adjectives and descriptive phrases to record behavior. Have students discuss how the physical and human environment can affect observations. (I) PRACTICUM Have students choose a young child with whom they will have frequent contact throughout the year and devise a release form for obtaining parental consent. Have each student contact the child's parents and arrange to follow the development of the child throughout the year. Each student's case study is to include a description of the child's physical characteristics, such as height and weight; physical setting, including written documentation, pictures and blueprints or floor plans; and human environment, noting family members, friends and day-care workers. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Student observations pertaining to the child's physical, intellectual, emotional and social development (e.g., gross motor skills, role modelling) are to be recorded throughout the year, and a completed case study is to be presented to the child at the end of the course. (I)

XII. MAJOR CONCEPT: Nurturing Environment

MAJOR OBJECTIVE: To define and evaluate the nurturing environment and build positive self-concepts in children

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. DEFINING A NURTURING ENVIRONMENT		
A nurturing environment is one which provides children with the loving care and attention necessary to meet their physical, emotional, social and intellectual needs. A child's physical and human environment helps provide the foundation for building a positive self-concepts.	To identify the qualities of a nurturing environment.	Have students define: nurturing. (B) Have them list the qualities of a nurturing environment. (B)
	To define self-concept.	Have students define: self-concept. (B)
1. The Physical Environment		
. Defining the Physical Environment		
The physical environment is the setting in which human beings live, learn and grow.	To define physical environment.	Have students define: physical environment. (B)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
. Meeting the Needs of Children in the Physical Environment		
The physical setting of a home, school or day-care centre must be safe and comfortable in order to meet the needs of children.	To identify the numerous and varied physical environments in which children can develop.	As a class, compile a list of physical environments which can help meet the needs of children; e.g., (B) . home . school . day-care centre . playground . church . gymnasium . pedestrian walks
	To describe how the physical environment helps children meet their developmental needs.	PRACTICUM Students should visit several child-care centres to observe how children develop within and use the physical environment. Have students describe the physical setting, discussing those aspects which appear to be of great importance and interest to the children and those which are not. Have them draw conclusions from observations and discussion regarding the importance of the physical environment. (I) Have them develop criteria for evaluating the effectiveness of the physical environment. (A)
	To design a physical setting which will meet the needs of children.	PRACTICUM Working in small groups, have students prepare a written report and a blueprint sketch of an ideal physical environment for children. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Have them describe how it would be used by the children and how it could encourage their development. (A)
2. The Human Environment		
. Defining the Human Environment		
All individuals who come in contact with a child are responsible for the child's human environment.	To define human environment.	Have students define: human environment. (B)
. Meeting the Needs of Children		
A nurturing caregiver accepts responsibility for meeting the child's physical needs, as well as providing guidance, love, attention and encouragement in building a positive self-concept, thereby creating the human component of a nurturing environment.	To identify individuals who come in contact with the child.	Compile a class list of individuals who come in contact with the child; e.g., parents, teachers, relatives. (B)
	To define a nurturing caregiver.	Have students write an advertisement similar to one that might be found in a newspaper that advertises for a teacher, day-care worker, parent or babysitter. Have them identify the nurturing characteristics required for such a position; e.g., (I) . empathy and understanding . listening skills . love and respect for children . adaptability . patience . sense of humour . maturity . positive self-concept

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To evaluate the effectiveness of the caregiver in meeting children's needs.	PRACTICUM Have students observe parents, babysitters, teachers and day-care workers in their respective roles and describe the qualities that provide a nurturing environment and help build a positive self-concept in children. (I) Have them develop criteria for evaluating the effectiveness of the caregiver. (A)
	To create a warm nurturing human environment in which to care for children.	Using poetry, pictures or prose to illustrate the qualities of a nurturing caregiver, have students create a poster suitable for home or child-care centre. (B) PRACTICUM In applying for child-care positions, have students write resumés describing personal qualities suitable for the position of caregiver. (I)
3. Building Self-Concept		
A nurturing environment promotes the physical, intellectual, social and emotional development of a child and encourages a positive self-concept.	To discuss critically the relationship between meeting developmental needs and building self-concept.	Have students define: (B) . physical development . social development . intellectual development . emotional development Initiate a class discussion on how a nurturing environment helps meet developmental needs and helps build a positive self-concept in a child. (I) In groups, synthesize these ideas to form a theory of self-concept. (A)

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SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Discuss: "Encouragement leads to motivation. Motivation leads to learning and the development of a positive self-concept." (I)

XIII. MAJOR CONCEPT: Physical growth and development

MAJOR OBJECTIVE: To understand physical growth and development and the importance of health and safety, exercise, cleanliness and appropriate clothing for children

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. DEFINITION OF TERMS		
The principles of physical growth and motor development in children can best be applied when terms related to such development are defined and understood.	To define terms and concepts related to physical growth and motor development in children.	Have students define: (B) . growth . development . maturation . sequence . pattern . stage . developmental tasks
B. DEVELOPMENTAL THEORY		
An examination of developmental theory enables the caregiver to better understand how children develop and therefore to predict and nurture their progress.		
1. Developmental Process		
All children go through stages of physical development.	To illustrate the process of physical development.	As a class, prepare a bulletin board display charting progressive physical development from birth to adulthood. (B) Lead a class discussion on the laws of physical development and growth, stressing age development tasks. (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To observe the progressive physical development of children.	PRACTICUM Have students observe children of the same age and then of different ages completing a selected physical task and compare and contrast abilities at each age level. (I)
2. Developmental Maturation Theory: Gesell Gesell's theory states that physical development of children is biologically controlled and occurs in a definite pattern and sequence.	To examine and observe principles of Gesell's theory.	Lead a class discussion on Gesell's Developmental Maturation Theory. Include in the discussion the concepts of "readiness" and "critical periods." (I) PRACTICUM Have students interview teachers and parents who have tried to teach children tasks before they were mature enough to handle them. Have them list these tasks. (B) Have them discuss and make conclusions about the progressive physical development of children. (I)
3. Gross Motor Development Gross motor skills involving large muscle coordination are demonstrated in activities such as running, walking, skipping, jumping, throwing and hopping.	To recognize progressive changes in gross motor skills of children. To become aware of individual differences in gross motor skills between children of the same age and factors that affect a child's rate of development.	PRACTICUM Have students observe children of different ages at play and list the activities in which the children are involved. Have them record the abilities of the children at various ages and compare the abilities of children of the same age. (B) Have them compare and contrast the abilities of children of the same ages, suggesting reasons for individual differences. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To devise activities that will encourage the development of gross motor skills and that are appropriate for certain ages of children.	Have students select a toy or piece of equipment at a school, day care, playground or home and suggest new ways of using it to develop gross motor abilities. (B) Describe how these items can be used in various ways by children of different ages. (I) PRACTICUM Have students devise a game or design a toy or piece of play equipment suitable for a child of a specific age, or which could be used in different ways by children of various ages. Have them observe children playing with the toy or playing the games and evaluate the appropriateness of the activities for promoting gross motor development. (A)
4. Small Motor Development Small motor development refers to the actions of the small muscles in the hands, fingers, feet and toes and is closely related to eye-hand coordination.	To recognize progressive changes in the small motor coordination of children. To become aware of individual differences in small motor coordination between children of the same age and factors that affect a child's rate of development.	PRACTICUM Have students observe children of different ages involved in selected small motor tasks, such as feeding, buttoning a shirt or picking up a piece of string, and compare the abilities required to complete these tasks. (B) Have students compare the abilities of children of the same age and compare and contrast the abilities of children of different ages, suggesting reasons for individual differences. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To develop strategies to help children improve their small muscle coordination.	Have students identify simple everyday activities which can be used in schools and day-care centres to encourage the use of small muscles. Have them suggest ways that these activities could be developed even further. (I)
C. GROWTH AND MOTOR DEVELOPMENT Understanding how children grow and develop will help caregivers provide a nurturing environment within which children can achieve their fullest potential and build a positive self-concept.		
1. Growth Although children develop at different rates, they follow general patterns of physical and sexual growth.	To examine the typical physical growth patterns of children.	Have students compare height, weight and sexual development in children of various ages, ranging from birth through adolescence. (B) In discussing growth spurts, individuality and puberty, have students identify the ages at which each of these either occurs or becomes pronounced and examine the characteristics of each. (I)
2. Motor Development Motor development, or the ability to control body movement, is the result of the body's nervous system and muscles working together in a coordinated and harmonious way.	To identify the typical motor development patterns of children.	Have students prepare a bulletin board or collage illustrating the stages of motor development. (B)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
3. Effects of Growth and Motor Development on Self-Concept		
The way in which individuals perceive their own bodies affects every aspect of personal and social development. In other words, self-concept is closely related to personal body image.	To assess the effects of physical growth on self-concept.	In discussing the factors influencing a child's self-concept and personal relationships with others, have students consider the following elements: (B) . height, weight . sexual development . physical handicaps or limitations . role of the caregiver Discuss: "Each child is unique and special." (I)
D. HEALTH AND SAFETY		
Health and safety enable a child to grow, learn, be active and develop a positive self-concept.	To recognize that daily and regular routines are excellent preventive measures for keeping children safe and healthy.	Have students define: routine. (B) PRACTICUM Have students examine a day in the life of a young child, identifying the activities taking place and listing the areas where caregivers can check and assume responsibility for a child's health and safety; e.g., nutrition, dental and medical care. (B) Have them discuss the importance of a regular routine. (I)
	To devise techniques for caregivers to maintain the health and safety of children.	PRACTICUM In preparing a caregiver's handbook with tips for maintaining good health in children, have students include a checklist of the following: (B)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES

. easily recognizable symptoms; e.g., skin infections, diarrhea, easily hurt feelings
. common childhood illnesses
. treatment of specific health problems and illnesses
. health and safety practices

PRACTICUM

Have students walk with children around the school, day-care centre or outdoor play area, identifying hazards and suggesting solutions to potentially dangerous conditions. (I)

PRACTICUM

Have students plan one activity or a week's activities to help children learn basic health, cleanliness and safety practices which could then be integrated into the regular daily program. (I)

1. Nutrition

Proper nutrition is essential to the growth and development of all human beings.

To recognize the importance of nutrition to the development of children.

Have students study "Canada's Food Guide" to determine the nutritional needs of children. (B)

As a class, discuss the effects of diet on a child's well-being and consider the following relationships: (B)

. obesity and diet
. Feingold theory of hyperactivity and diet
. neglect, abuse and poverty as they relate to nutrition

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To select and prepare food appropriate for children of all ages.	PRACTICUM Referring students to cookbooks as well as other available information on the types of foods suitable for children, have them plan a meal for a special occasion or menus for a week that include snacks for a specific age group. Have them take into consideration nutritional needs and children's preferences. (B) Have students select several recipes which could be prepared by children and develop a set of "action" recipe cards which instruct children who are not yet able to read how to prepare a particular food such as applesauce or cinnamon toast. Have them prepare the food with the children using the cards. (I)
	To develop strategies encouraging children to learn habits promoting nutrition.	PRACTICUM Using pictures of food, have students, together with children, create a poster or mobile to teach nutrition concepts to children as outlined in "Canada's Food Guide"; e.g., nutritious and non-nutritious foods. (B) Have students devise a puzzle or game to help children learn why proper nutrition is important to their minds and bodies. Play the game in class and evaluate for success. (I)
2. Medical/Dental Care		
Physical health contributes to a child's self-concept.	To recognize the importance of routine health care in preventing illness.	PRACTICUM Have students visit child-care centres or schools to discover their policies relating to

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		children's illnesses. What sort of information do they provide for the children, their parents and teachers regarding treatment and/or prevention of certain illnesses, communicable diseases and allergies? What immunizations are required for children before they start school and during their school life? What health care programs are available to children through their schools? (B)
	To develop techniques for encouraging children to take responsibility for their own medical and dental care.	PRACTICUM Devise health care activities to be implemented by students at school or child care centres, providing students with the following instructions: (B) . Collect and read books and other materials which describe visits to doctors' or dentists' offices. Have children describe or discuss afterwards what it is like to visit the doctor or dentist and why these visits are important. . Plan a puppet show presenting the story of someone needing medical or dental attention. . Have children draw pictures showing the difference between people who do brush and those who do not brush their teeth. . Obtain a real baby tooth. Drop the tooth in a glass of cola soft drink and observe what happens after a few days. Discuss the importance of brushing baby teeth with children.

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		. Borrow a large set of teeth from a clinic and show children how to care for teeth; e.g., brushing, flossing.
3. Sleep and Rest		
Sleep and rest are essential to maintaining a child's health.	To recognize the importance of meeting the sleep and rest requirements of children.	PRACTICUM Have students interview teachers, parents or caregivers to inquire about the sleep and rest requirements of children of different ages. What happens when children do not get enough sleep? How do the rest requirements change as children grow older? What provisions are made for meeting the rest needs of children? (B)
4. Exercise		
Although children exercise many of their muscles by running, jumping and hopping, exercise programs should be included in their daily routine.	To assess the importance of exercise for children. To evaluate currently available toys and play equipment in terms of their ability to meet the exercise needs of children.	PRACTICUM By observing children at play, have students identify the muscles which are and are not used. Have students observe children playing on "jungle gyms" and with other equipment, rating the equipment in terms of how much muscle stimulation is encouraged. Have them discuss the importance of a regular exercise program for children and adults. (B)
	To develop and evaluate exercise strategies suitable for children of different ages and abilities.	Have students devise a creative and enjoyable exercise program for children to help them exercise their back, legs, arms and neck muscles. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
5. Cleanliness and Body Care		
Children who are taught and encouraged to maintain healthy, clean bodies are likely to integrate successfully into society and thus develop a positive self-concept.	To assess the relationship between self-concept and body care and cleanliness.	PRACTICUM Have students develop a cleanliness and body care routine and present it to children. (I) Have students make a "Feeling Good Poster" with children to emphasize the importance of cleanliness. (I)
E. CLOTHING		
Clothing serves many functions for children of all ages. Not only does it provide for warmth, comfort, protection and tactile experiences, but it also serves as an expression of personality. Caregivers can do a great deal to enhance the development of children by providing them with appropriate clothing.	To identify important criteria for selecting clothing that is appropriate for children.	PRACTICUM Advise students to develop a checklist for selecting children's clothing by doing the following: (I) . observing children at play . interviewing children . visiting a children's clothing store . interviewing clerks or buyers . interviewing parents . reviewing Canadian Safety Standards on the manufacture of children's clothing
	To examine ways children's clothing can enhance learning and development.	Prepare a class exhibit of an assortment of children's clothes suitable for a variety of ages. Discuss as a class how the items can enhance learning: (I) . eye-hand coordination, manipulation and dexterity . concepts--colour, shape, up/down, open close, stop/go, left/right

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To <u>create</u> suitable children's clothing designs.	<u>PRACTICUM</u> Have students design a clothing item that not only meets the requirements of both caregiver and child but is also <u>educational</u>. This could be a totally new garment or a revision of an existing pattern. (A)

XIV. MAJOR CONCEPT: Intellectual Development

MAJOR OBJECTIVE: To understand the process of intellectual development and learning in children, and to define factors that affect learning

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. DEFINITION OF TERMS		
The principles of intellectual development in children can best be applied when related terms are defined and understood.	To define terms and concepts related to intellectual development in children.	Have students define the following: (B) . sensory motor development . readiness . cognitive development . intelligence . learning . memory . concept formation
B. DEVELOPMENTAL THEORY		
Caregivers who understand how children learn, can help establish the groundwork for acquiring knowledge. By providing an environment which encourages enjoyment of the art of learning, they can help children build positive self-concepts.		

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
1. Developmental Process Intellectual development is an ongoing process beginning before birth.	To identify the progression of intellectual development.	PRACTICUM Have students observe the behavior of infants and older children and record that behavior which illustrates intelligence. Have them compare the intellectual development of the infants with the older child. (I)
2. Developmental Psychology Theory: Piaget Piaget's theory states that all children pass through four distinct developmental stages in which they learn to think, reason and understand. In each of these four stages, children do not just receive information from their environment but, rather, they actively seek to learn it.	To examine the principles of Piaget's Theory.	Discuss: "Piaget's Developmental Psychology Theory." (I) PRACTICUM Have students observe and identify behavior typical of children at various ages; e.g., types of crying, language, fantasy. (I)
C. HOW CHILDREN LEARN Children learn about their environment through physical contact and experiences, as well as by relying on their own innate cognitive abilities to absorb and comprehend information they receive.		

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
1. Modelling Social learning theorists believe that much of human behavior and learning is acquired through observation and then imitation. This process is called modelling.	To discover the learning that occurs through modelling.	As a class, discuss specific examples of tasks and behavior children learn by modelling; e.g., (B) . speech patterns and dialects . manners . body language PRACTICUM To help students to understand modelling as a learning method, have them observe children playing house and record the roles and behavior which appear to have been learned through imitation. Have them comment on the different roles the children assume. Is the situation realistic? Is there evidence of sex-role stereotyping? Have them discuss the importance of positive role models. (I) Discuss: "Television as a model for behavior." (I)
2. Trial and Error Through trial and error, children learn to solve simple problems.	To observe how children learn by trial and error.	PRACTICUM Have students develop simple puzzles for children of different ages to encourage learning through trial and error. (B). Have students observe children of varying ages completing these activities and record their actions. What conclusions can be drawn about how children learn through trial and error? (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
3. Conditioning		
Conditioning is a learning strategy involving stimuli intended to elicit desired responses. Reward or punishment determines whether a behavior is repeated or discontinued.	To define the learning process known as conditioning.	Have students define: (B) . behavior . stimulus . response . reward . reinforcement . extinction . shaping
	To assess how children learn through conditioning.	Initiate a class discussion on various conditioning techniques caregivers and parents use to elicit specific behavior from children; e.g., spankings for misbehavior, candy or treats for good behavior, smiles, praise. (B) Have students discuss the effect of the conditioned response on the child's behavior. (I) Have students discuss the value of conditioning as a learning strategy. (I) Discuss: "Teaching the mentally handicapped through conditioning." (A)
4. Repetition		
The process of becoming accustomed to a particular sight, sound or other stimulus is known as repetition and is a form of learning.	To recognize that learning takes place through repetition.	PRACTICUM Have students teach children a new song or poem by practicing the song over a period of time, using repetition as a strategy. (B) Children should be asked to sing the song after different intervals. Have students evaluate repetition as a form of learning. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students discover that repetition involves memory by having them examine toys or games or design a game that will encourage the development of memory. (A)
D. FACTORS THAT AFFECT LEARNING Parents and other caregivers who take into consideration all of the factors that affect learning are likely to provide children with a healthy and stimulating learning environment.		
1. Heredity Genetically derived or inherited intelligence may strongly influence a child's ability to learn.	To become aware of the influence of heredity on intellectual development.	Have students define: (B) . heredity . intelligence quotient (IQ) Invite a psychologist to class to discuss methods of measuring an individual's intelligence potential and the importance of doing so (I) Debate: "Intelligence--Nature ve Nurture." (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
2. Prenatal Environment		
The prenatal environment is an important factor in determining a child's intellectual development. Parents who promote health and wellness prior to and during pregnancy enhance the maximum intellectual potential of their child.	To examine current medical information on the importance of the prenatal environment for intellectual development.	Show films or invite speakers to class to illustrate how prenatal environment is affected by factors such as smoking, drugs, nutrition and alcohol. Have students collect and examine pamphlets and other information available to prospective parents on the importance of a healthy prenatal environment. (I)
3. Physical Environment		
A nurturing physical environment provides a child with stimulating intellectual opportunities.	To evaluate the physical environment in terms of its ability to provide for intellectual development.	As a class, discuss how the physical qualities of different environments could be influential in the intellectual development of children. Have students select specific places or items and describe their usefulness in encouraging intellectual development; e.g., (I) . grocery store . laundry room . zoo . books Have students view a children's program on television and discuss its benefits to a child's intellectual development; e.g., "Mr. Dress Up," "Mr. Rogers." (I) Discuss: "The value of children's educational television." (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
4. Human Environment		
Caregivers who respond actively to children by listening and talking to them and playing with them provide essential stimulation for maximum cognitive development.	To assess the role or importance of the caregiver in fostering intellectual development.	Have students discuss: (I) . the role of a "speech model" . the trend towards "superbabies" . immersion education . home care vs day-care
5. Motivation		
Children who experience a nurturing environment feel motivated to learn.	To analyze the importance of motivation for learning and developing self-concept.	Have students define: motivation. (B) PRACTICUM Instruct students to observe and record words and techniques used by day-care workers, parents and teachers to motivate children to learn. How is the physical environment organized to motivate exploration and learning? (I) PRACTICUM Have students work with a child who is learning a task, such as putting a puzzle together or tying shoe laces, and attempt to use the observed motivational techniques to help the child. Have them evaluate the technique as a teaching strategy. (I) Supervise a class discussion on the following concepts: (I) . self-motivation . punishment as a motivator

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
6. Special Needs		
Special needs children differ from the norm, however the norm is defined.	To define terms related to special needs.	Have students define: (I) . giftedness . learning disability . intellectual handicap
	To become aware of how caregivers can help children who have special needs.	Have students compile a list of ideas for working with gifted and creative children. (I) Have the class list and discuss all possible learning disorders. (I) PRACTICUM Instruct students to interview educational psychologists, speech and hearing clinicians, reading clinicians, social workers and resource teachers regarding the effects of disabilities on performance and the assistance that can be offered to special needs children. (A) PRACTICUM Have students observe special needs children at play and create activities suited to their individual needs. Have them observe children involved in each activity and evaluate the appropriateness of the suggested activities. (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
7. Education		
School experiences, particularly early experiences, are important in forming a child's attitude towards school and learning.	To discuss critically the importance of the school experience on a child's ability to learn.	Discuss: "Attending school is the job or career of children and adolescents." (I Together with the students, discuss the relationship between positive school experiences, motivation and learning. (I) Address the following questions in a class discussion: Are children better prepared for the school experience by attending a preschool or day-care than by staying home? Are children "required" to attend a preschool before starting school? (A)

XV. MAJOR CONCEPT: Emotional Development

MAJOR OBJECTIVE: To understand emotional development and appreciate the nature and expression of emotions in children

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. DEFINITION OF TERMS The principles of emotional development in children can best be applied when related terms are defined and understood. Meeting a child's emotional needs within a warm, friendly and caring atmosphere also affects social and intellectual development, each contributing to the formation of a positive self-concept.	To define terms and concepts related to emotional development in children.	Have students define: (B) . bonding . attachment . feelings . emotions . personality
B. DEVELOPMENTAL THEORY Emotional development occurs gradually, along with the development of physical abilities and intellectual and social skills. This interrelationship helps to shape the child's emotional development and determine the characteristics of a unique individual.		

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
1. Developmental Process As with physical and intellectual development, emotional development occurs in stages.	To define the process of emotional development.	As a class, discuss the two major stages of emotional growth: symbiosis and individuation. (B)
2. Psychoanalytical Theory: Freud Sigmund Freud's theory states that a child's personality grows and develops in stages.	To examine principles of Freud's psychoanalytical theory.	Discuss: "Freud's Psychoanalytical Theory." (I) PRACTICUM Have students observe children at play and identify stages of personality development. Have them make observations within the framework of Freud's theory. (I)
C. LEARNING ABOUT EMOTIONS Childhood is a time of exploring emotions. Caregivers who understand the types of emotions common to children can help them understand their emotions and control their behavior. They can thereby promote self-esteem.		

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
1. Love and Affection The capacity of children to feel and express love is unlimited. Experiencing reciprocal love and affection helps children develop positive attitudes and behavior.	To assess how a child learns to give and accept love.	Include the following topics in a class discussion: (I) . the importance of love to all human beings, as expressed in songs, movies or advertisements . different types of love; e.g., from parents, grandparents, friends, self . a child needs to feel loved in order to achieve full emotional development PRACTICUM Have students observe children with a caregiver and record expressions of love by both. (I) Discuss: Sexual abuse, emotional abuse and neglect. (I)
2. Fear The fears expressed by children are very real to them but can be overcome with the help of understanding caregivers.	To examine common childhood fears.	In reviewing and discussing case studies of common childhood fears consider the following: (B) . the dark . imaginary creatures . strangers

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To discover the causes or sources of children's fears.	Have students list common sources of childhood fears; e.g., (B) . a child's imagination, activated by show, story or fairy tale . fearful behavior of parents or caregivers . overprotective parents . past experience
	To devise ways of helping children deal with their fears.	Have students describe some positive techniques for helping children overcome their fears, including the following: (I) . avoiding criticism and rejection . talking about fears . refraining from forcing children into fearful situations
3. Anger		
Anger in children, often exhibited by temper tantrums, is an expression of intense displeasure, frustration or fury.	To recognize that caregivers can help children learn to deal with anger.	As a class, discuss why children become angry and effective ways of either avoiding anger or dealing with it once it occurs. (I) PRACTICUM Instruct students to observe parents at a shopping centre, teachers or day-care workers on a field trip and record how anger in children is averted or dealt with; e.g., (I) . time-out calls . ignoring problem . withdrawal of affection . spanking . yelling . calm discussion

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students identify the techniques which seem to be most effective. (I) Have students role play a situation where children become angry and a caregiver attempts to calm the children. (I)
4. Jealousy Children experience jealousy when they think they are losing love, affection or approval from their caregivers or loved ones.	To become aware of situations that may create jealousy in children.	PRACTICUM Have students interview parents, teachers or day-care workers for descriptions of situations which cause children to exhibit jealousy; e.g., (B) . new baby . sibling rivalry . friendship triangle Have students describe typical jealousy behavior, e.g., (I) . thumb sucking . name calling/tattling . temper tantrums . regression
	To develop strategies for understanding and resolving feelings of jealousy.	Instruct students to examine case studies, interview parents or refer to books on child rearing to identify strategies for understanding jealousy and enabling children to work out such feelings. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
5. Learning to Live With Stress		
Emotionally stressful situations can lead to a change in behavior. During these times children need special attention and help in working through problems.	To recognize situations or changes in life which may result in stress for the child.	Have students identify situations or changes in a child's life which may lead to stress, e.g., (B) . separation, divorce or remarriage of parents . unemployment or career change of a family member . mobility . difficulties at school . adoption of a sibling
	To recognize behavior associated with stressful situations.	Record a class list of behavior characteristically associated with emotional stress; e.g., (I) . acting up--fighting, stealing, cheating and biting . development disorders--bedwetting, speech problems . sleep disorders
	To become aware of ways to help children deal with emotional stress.	PRACTICUM Have students interview parents, observe day-care workers or consult child-care experts on strategies for helping children deal with emotional stress. In evaluating the recommendations, have students consider the following alternatives: (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		• Accept that a problem exists--do not ignore it or brush it aside, but talk about it. • Remain calm and confident, and do not get over-anxious in stressful situations. • Try to look at stress from the child's perspective.

XVI. MAJOR CONCEPT: Social Development

MAJOR OBJECTIVE: To understand social development, the process of socialization and factors affecting socialization

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. DEFINITION OF TERMS		
The principles of social development in children can best be applied when related terms are defined and understood.	To define terms and concepts related to social development in children.	Have students define: (I) . socialization . role model . role . personality . attachment . independence . role stereotype
B. DEVELOPMENTAL THEORY		
Social development is closely related to emotional development. A child who is self-confident and emotionally secure will feel more at ease in a group or new social situation and will consequently be more likely to use the experience to build a positive self-concept than one lacking these qualities.		

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
1. Developmental Process The growth and development of a child's personality is a lifelong process influenced by changing and ongoing interactions with people.	To define the process of social development.	PRACTICUM Record a class list of behavior that indicates an infant's growing social awareness; e.g., smiling, playing peekaboo, waving. (B) Have students observe an older child and record the types of behavior that show social skill development. (I)
2. Psychosocial Theory: Erikson Erikson's theory states that a child's personality develops throughout life in eight distinct stages. Each stage occurs in a chronological sequence and is accompanied by specific social experiences which have meaning for the child and thus shape the child's personality.	To examine the principles of Erikson's theory.	Lead a class discussion on Erikson's psychosocial theory. (I) Have students relate the theory to Freud's stages of personality development. (A) PRACTICUM Have students observe children at play and record, examine and discuss experiences or actions that demonstrate principles of Erikson's theory. (I)
C. BECOMING A SOCIAL PERSON Socialization is the lifelong learning process that guides children into becoming responsible and mature members of society.		

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
1. Steps in Socialization		
Every life experience and human contact plays a role in a child's socialization.	To discover the developmental tasks that accompany the socialization process.	Instruct the class to create a bulletin board display using pictures illustrating various tasks and abilities children must develop throughout their lives; e.g., autonomy, language skills, moral awareness. (B)
	To identify the goals of socialization.	Have students read magazines and newspaper articles and collect cartoons which comment on the process of socialization; e.g., friendship, sharing, sibling rivalry. (I) Discuss: "Is the socialization process different for boys than for girls?" (B) Assign research on the socialization processes of various cultures; e.g., Hutterite, Native. Identify differences and similarities. (I) As a class, discuss and compare different theories of socialization; e.g., social learning theory vs developmental theory. (A)
	To recommend strategies for caregivers to help children with the socialization process.	Have students read and discuss the poem: "Children Learn What They Live." (B) Have students discuss how the following strategies can help the socialization process: (B) . giving a child a specific responsibility or task to perform with regularity . involving children in decisions . encouraging children to bring friends home to play

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES

Read case studies of children who do not appear to be mastering the necessary social tasks. Have students role play or discuss solutions for the following situations: (I)

- a little boy would rather stay inside than play outside with his friends
- a six-year-old throws a temper tantrum at the shopping center
- a five-year-old refuses to let her mother leave her at kindergarten

PRACTICUM

Have students observe parents or teachers in the process of socializing children through discipline or other means. Have them describe what the caregivers do and how the children react. Discuss the effectiveness of the techniques employed. (I)

2. Developing Language Skills

Not only is the comprehension and use of language an intellectual landmark, but it is also an important social skill. Language is the major tool used to communicate with others in society.

To assess the social importance of language acquisition.

As a class, discuss Piaget's statement that language is "the essential instrument of social adaptation." (I)

Organize a class visit to a residence or school for the deaf to discover how the deaf utilize their own form of language and why this form of communication is essential to their survival. (I)

Discuss: "Children develop unique speech patterns among themselves." (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To develop techniques for stimulating and expanding verbal communication.	PRACTICUM Have students observe caregivers and record their verbal interaction with children discussing the techniques used to stimulate and expand verbal communication. Have them design a poster outlining recommendations for how caregivers can help children improve their language skills; e.g., (I) . being an excellent role model . talking to children about things . being pleasant and helpful when correcting errors in speech PRACTICUM Instruct students to read a story to children, discuss the story and have the children draw a picture related to the story. Have them encourage the children to discuss their picture with their classmates. (I) Discuss: "The effect of a rich language base on a child's ability to communicate." (I) Discuss: "Advantages and disadvantages of bilingualism." (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
3. Gender Identification		
Children begin early in infancy to form their own gender identity as a result of experiences and contact with people within their environment.	To assess how children learn their gender identity.	Have students identify how different individuals help children develop their own gender identity; e.g., mothers, fathers, coaches. (B)
	To analyze the significance of sex-role identity.	PRACTICUM As students observe and listen to children interacting with one another, have them consider the following questions: What significance does "maleness" or "femaleness" seem to have? Of what importance is sex-role identity to their personal identity and self-concept? How is sex-role identity related to age and to Freud's Oedipal Stage? (I)
Individuals who are important in a child's life influence how that child becomes socialized by providing a model to follow.	To evaluate the importance of role models.	In discussing the importance of a role model to the individual's social development, have students explain what can be learned from a role model and give examples of significant role models. How can an individual be a positive role model for a child? (I) Discuss: "Androgyny as it relates to children." (A)
4. The Influence of the Family		
The family provides the first social setting for the child, thereby exerting the greatest influence over the child's self-perception as a member of society.	To examine how the family influences social development.	Review the qualities of a nurturing environment. Have students discuss how these qualities, present in a nurturing home and family, influence social development. The class discussion is to include consideration of other factors related to the family which influence a child's social development; e.g., religious beliefs, ethnicity, siblings. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students view television programs depicting family life. What role does the television family take in socializing children? Are the families realistically portrayed? Does the media portrayal of family life influence society in general? (I) Have students discuss the influence of the following on the social development of the child: (I) . the "only" child . blended family . single-parent family . two-home family . twins
5. <u>Building Relationships</u> Having friends is not only a joyful experience for a child, but is also an opportunity to learn and experience acceptable social behavior.	To <u>evaluate</u> the importance of <u>friendships</u> to social development.	Have students discuss how individuals outside of the family contribute to the social development of the child; (B) . neighbours . playmates . religious or other group leaders Discuss: "A friend is someone who helps us see ourselves through another's eyes." (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
6. Factors That Affect Socialization		
Each aspect of a child's environment exerts a far-reaching influence on the process known as socialization.	To identify the significant factors that affect socialization.	Have the class prepare a bulletin board display to illustrate all the forces that influence individuals as they grow and learn about themselves and their environment; e.g., education, media, culture. (B) Have students discuss the significance of each one, explaining how each one exerts a different degree of influence at different stages of a child's development. What evidence is there that some forces are more powerful than others? (I)

XVII. MAJOR CONCEPT: Play

MAJOR OBJECTIVES: To understand the importance of play in child development, to assess what children can learn from play and to identify various types of play and toys suitable for children.

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. IMPORTANCE OF PLAY IN DEVELOPMENT		
Play is a vehicle through which children learn about their environment as well as how to act and interact socially. At the same time, it contributes to their physical, intellectual and emotional development.	To identify the characteristics of play. To assess how play contributes to the physical, intellectual, social and emotional development of a child.	Have students define: play. (B) PRACTICUM While playing a newly created or familiar game with a group of children of the appropriate age, have students analyze the game in terms of the learning that it facilitates. (B) Have them discuss why it is important for children to have a wide variety of play activities. (I) Address the following topics in a class discussion: (I) . Is competition in games negative or positive or both? . Are imaginary companions conducive to normal healthy development or not? . Is sex-role stereotyping evident in play?

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES

B. LEARNING TO PLAY

When caregivers provide the necessary space, materials, time and encouragement for helping children learn how to play, children can gain and learn much from their play experiences.

To describe how caregivers can encourage a child's development through play.

Prepare a class list of household tasks that could become play for children. (B)

Have students discuss the role of parents and caregivers in play. Is it important for caregivers to play with children? Why or why not? What do caregivers and children learn from playing with one another? (I)

Discuss: "Children can learn how to play and gain all the benefits of play without ever owning a commercially produced toy." (I)

To describe and observe how play changes as children mature.

Have students differentiate between the following social patterns of play: (I)

- solitary play
- parallel play
- associative play
- cooperative play

PRACTICUM

- Have students observe children of various ages at play, recording the activities and conversations of the children. How does language illustrate the different social patterns of play? How do the patterns of play parallel emotional, social, intellectual and physical development? (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES

- Instruct students to select several games appropriate for children of specific ages, and have them observe children play games and record the results of the play Do these games meet the development and play needs of the intended age group? (I)

After studying the kind of research and testing that toys for children are subjected to before they are put on the market, have students develop a checklist to evaluate toys. Have them identify several games and toys that would be suitable for an infant, a toddler, a five-year-old and a ten-year-old, indicating why they are suitable. Why is it important for toy manufacturers to understand how a child develops? (I)

C. TYPES OF PLAY

All play is important for children. Different types of play enable children to grow and learn and to acquire and practice new skills. Through play they learn to use their muscles and coordinate their movements to gain control over their bodies, and they learn to explore the complex world around them, all the while discovering what they themselves are all about.

To identify different types of play.

PRACTICUM

Have students observe children at play and identify the following types of activities: (I)

- physical/large motor
- manipulative/small motor
- sensory
- dramatic/imaginative
- problem solving
- role playing
- following rules

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To <u>analyze</u> how different types of play help children learn.	<u>PRACTICUM</u> Have students obtain a library book which gives suggestions for activities and games for children. After selecting one and analyzing it in terms of the type of activity involved and the expected learning outcomes, have students play the game or do the activity with children. Does it fulfill the expectations? (I) <u>PRACTICUM</u> Have students interview parents. What toys and activities do they prefer for their children? Why? What are the learning outcomes they anticipate? (I) In a class discussion, consider the following concepts: (A) . How does play affect the motor and sensory development of a child? . Assess children's television programs and the toys that accompany them. What influence do they have on play, violence, sex-role stereotyping, fantasy, relationships?
D. <u>TOYS</u> Any toy that is a safe and interesting object for play, and does not prove monotonous, can be considered a beneficial toy.	To <u>analyze</u> toys in terms of their ability to contribute to the social, intellectual, emotional and physical development of a child.	<u>PRACTICUM</u> Have students record observations of children playing with toys at school, at day-care centres or in the toy department of a large

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		store. Have them prepare a written report describing the toys that were of interest, suggesting possible reasons for the choices, and the type of play shown. How did these toys specifically contribute to the total development of the children? What, if any, were the negative effects? Have students select a toy that did not appear to be a "good" or popular toy. How could it be revised to make it more appropriate? (I) Have students watch children's television programs, making special note of the commercials for toys. What do the manufacturers say or imply about the benefits of the toy? (I)
E. HAVING FUN WITH CHILDREN		
Play helps children and caregivers get to know each other better and develop meaningful relationships.	To recognize that caregivers and children benefit from play.	PRACTICUM Have students create a toy together with a child, using an assortment of "found" objects from home; e.g., boxes, magazines, plastic containers, scraps of fabrics, yarn. After playing with these toys together, have students evaluate the benefits to both participants. (I) Discuss: "Quality vs quantity time." (I)

XVIII. MAJOR CONCEPT: The Importance of Parenting

MAJOR OBJECTIVE: To understand the role of parents in guiding children's behavior and discover the resources available to individuals in this role

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. GUIDING BEHAVIOR AND BUILDING CHARACTER Parents and caregivers who provide children with love, support, encouragement and guidance, ultimately help them grow into responsible, independent adults with a positive self-image.		
1. Understanding Universal Values Internalizing the universal values allows the child to become a responsible member of society.	To identify the universal values.	Have a class discussion on the eight universal values and their importance to the individual: (I) . The Law of General Beneficence--showing kindness and good will to others . The Law of Special Beneficence--showing kindness and good will to family and friends . Duties to Parents, Elders and Ancestors--showing respect for parents and elders . Duties to Children and Posterity--showing respect and reverence for children, who will become the future generations . The Law of Justice--showing honesty, sexual justice and equal justice to all

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		. The Law of Good Faith and Veracity--having faith and trust in humankind . The Law of Good Mercy--having mercy on all those who are in need . The Law of Magnanimity--overlooking injury or insult; not hurting or exploiting others either directly or indirectly
2. Goal Setting In order for children to become successful members of society, they must be encouraged to set reasonable goals for themselves and then to work towards accomplishing these goals.	To become aware of ways in which caregivers can help children set and achieve personal goals.	Have students prepare a list of possible goals for children of different ages. How do parents or other caregivers help children set and achieve these goals? (I)
3. Responsibility At a very young age, children can begin to develop a sense of responsibility.	To identify ways in which caregivers can encourage responsible behavior in children.	Have students identify tasks caregivers can incorporate into children's lives which will help them become more independent; e.g., (I) . toddlers--picking up clothes and toys . preschoolers--dressing themselves . school children--managing allowance . teenagers--part-time jobs

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
4. Moral Behavior		
Morality is concerned with establishing the ability to distinguish between right and wrong behavior. Moral behavior is learned early in a child's life through interactions with family and other individuals.	To identify moral behavior learned early in life.	Have students identify the moral principles learned in childhood as a result of behavior such as the following: (I) . biting . tattling vs responsible reporting . lying
. Moral Development: Kohlberg		
Kohlberg's theory of moral development is based on the premise that all individuals pass through a sequence of specific stages or development, each level being associated with a specific chronological age.	To examine the principles of Kohlberg's theory.	Discuss: "Kohlberg's moral development theory." (I)
. Conscience or Moral Development		
As a child's conscience begins to form, a sense of morality is established.	To assess the level of conscience or moral development in children of different ages.	PRACTICUM To help students compare the moral development or conscience of children, have them interview children ranging in age from 4 to 12 about their views on topics such as honesty, justice

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		and amoral behavior. Have them describe the level of conscience or moral development in these children. When do children appear to know the difference between right and wrong? (I)
	To generalize how children learn moral behavior.	Discuss: "Children learn more from what we do than from what we say." (I)
5. Importance of Listening		
Parents and caregivers who listen carefully to what children are saying will be able to interpret the hidden messages that are not verbalized.	To examine the importance of listening skills in developing good caregiver/child relationships.	Have students play listening games to test listening skills and assess the importance of good listening skills. (I)
6. Discipline		
The ultimate goal of discipline is to help children learn to control their own behavior and become responsible individuals.	To define and differentiate between discipline and punishment.	Have students define: discipline, punishment, self-discipline. (B) Using case studies describing different discipline and/or punishment techniques, have students draw distinctions between discipline and punishment. Have them discuss the intended outcome or the function of discipline. (I)
	To distinguish between different discipline or parenting styles and predict their outcome on a child's behavior.	Have students identify the three parenting styles: authoritarian, authoritative, permissive. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES

PRACTICUM

Instruct students to report on different parenting techniques as observed in places such as restaurants, parks and shopping centres and to draw conclusions regarding the effectiveness of the three distinct styles that emerge. (B)

Discuss: "Actually, children thrive under each of the parenting styles--authoritarian, permissive and authoritative--if parents are consistent and considerate." From Lifespan Human Development, by Ambron and Brodzinsky. (A)

Have students devise a list of constructive discipline techniques, such as (I)

- providing good role models
- allowing self-expression in acceptable ways
- ensuring safety
- suggesting substitutes
- avoiding direct commands
- sharing the work
- speaking in a friendly way
- avoiding a battle of wills
- planning ahead
- providing direction and setting limits

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
7. Understanding Misbehavior		
Parents and caregivers who recognize the underlying reasons for misbehavior can encourage positive behavior in children.	To become aware of common behavior problems in children and techniques for dealing with them.	Record a class list of common misbehaviors unique to children, identifying the hidden messages that children may be attempting to communicate through activities such as the following: . resorting to infant behavior upon the arrival of a new sibling . biting a new little playmate who is visiting . telling tall tales or "little white lies" Have a class discussion on Rudolph Dreikurs' theories on the four goals of misbehavior: attention, power, revenge, and inadequacy. (I)
Children who learn positive behavior establish the groundwork for becoming responsible individuals.	To develop ideas for fostering positive behavior in a child.	Have students discuss how the following techniques can help parents encourage positive behavior in their children: (I) . giving love and attention freely and in abundance . providing security . allowing for different emotions and moods but providing limits to anger . providing social contacts . promoting the development of memory, intellect and creativity . helping children come to understand physical disabilities or working with them to improve in weak areas . talking to children . letting children know they are wanted and important

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		. offering praise . spending time together . providing encouragement . providing guidance . giving mutual respect . developing trust . providing appropriate role models . allowing for independence
B. COMMUNITY RESOURCES		
Community support services and parent education centres and programs provide parents or caregivers with child-care resources.	To identify and assess community support services which are available to parents.	Devise a class list of potential community services available to parents, including the following: (B) . government agencies: social services, financial aid, day care . medical services: clinics, nutrition and health programs and services . spiritual organizations: family and children's programs . family services: distress or crisis management programs, adoption services . education: school network programs . kin networks: "adopt-a-parent" or "grandparent" programs, parent support groups . libraries or bookstores: resource informa-information Have students research the actual help and support parents can expect to receive from these resources. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Have the class develop a speakers' bureau for parents to address topics of interest to them; e.g., learning disabilities, multiple births, substance abuse, death and dying. Invite a selection of these speakers to class. (I)
Educational resources can provide parents or potential parents with skills to enhance their effectiveness as parents and thereby help to build rewarding parent/child relationships.	To become familiar with recognized parent-training programs.	Instruct students to research information on the following community parent-training programs or resources available from the public library: (I) . PET (Thomas Gordon) . PIP (William Glasser) . STEP (Don Dinkmeyer and Gary D. McKay) . community developed programs
	To identify the goals of current parent education programs.	Have students role play parents who are interested in attending a parent program. (B) Have them investigate each parent-training program and prepare reports to include the following: (I) . availability of services . qualifications of instructors . advantages and disadvantages of the program, considering variables such as cost, location, time . goals and objectives of the program . sample lesson plan illustrating the teaching method used
	To evaluate the significance of community resources and parenting programs.	PRACTICUM Have students interview social workers involved in family counselling, family doctors and instructors of parenting programs to determine the effectiveness of programs and services for parents in the community. (I)

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XIX. MAJOR CONCEPT: Human Development

MAJOR OBJECTIVE: To understand the principles of human development

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. HUMAN NEEDS		
By understanding that human behavior is motivated by basic physiological and psychological needs, individuals can better understand themselves, their families and others in society.	To identify basic human needs.	In small groups, have students prepare a poster of Abraham Maslow's theory of the hierarchy of human needs, using pictures to illustrate each level of needs. (B)
	To examine Maslow's theory of human needs.	Have students trace the growth of an individual from birth to adulthood, paralleling the needs at different ages and stages to the needs hierarchy. (I)
	To analyze the relationship between human needs and behavior.	To help students understand the relationship between needs and behavior, present real life situations, such as the following, for class discussion: (B) . You neglected to eat breakfast this morning and also forgot your lunch on the kitchen table. How will this affect your performance and mood this afternoon? . You hate the shirt you have on today, but your mother and father insisted you wear it. How will you behave towards your friends today? Provide (I) or have students devise (A) a selection of case studies, pictures, statements, cartoons, advertisements, slogans, etc., that reflect the relationship between human needs and behavior.

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Examples to be discussed: • a young man's fear of heights • an adolescent boy who says to his girlfriend: "Tell me that you love me." • a nine-year-old sleeping with a baby blanket • a little boy who would like to play with the little girl next door but runs indoors as soon as she comes outside
B. PRINCIPLES OF HUMAN DEVELOPMENT Many predictable physical, psychological and behavioral changes occur from the moment of conception until adulthood.		
1. Defining Concepts The principles of human development can best be applied when related terms and concepts are defined and understood.	To define terms and concepts related to the development of adolescence.	Have students define the following as they relate to adolescent development: (B) • growth • development • maturation • sequence • pattern • ages/stages • age development tasks

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES

2. Influences on Growth and Development

Heredity and environment interact in a complex way to determine each individual's potential for growth and development.

. Heredity

Heredity is each individual's genetic or biological heritage.

To recognize and analyze the influence of heredity on an individual's growth and development.

Formulate a class list of hereditary characteristics. (B)

Invite a doctor or biology teacher to class to describe the process of genetic transfer and discuss hereditary traits. (I)

Instruct students to research cause, prevention and treatment of birth defects and prepare a report for class, either as a group (I) or individually (A). Suggested topics:

- effects of smoking, drinking and age of mother during pregnancy on genetic composition
- Down's syndrome
- cystic fibrosis
- historical perspective of an inherited disease, such as hemophilia in royalty

Have students discuss (I) or research (A) topics related to heredity and genetics--genetic counselling, sex alterations, ultrasound, amniocentesis, fetoscopy and genetic engineering.

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
. Environment		
The environment, consisting of people, objects and events, influences the growth and development of an individual.	To recognize and assess the effects of the environment on the individual.	As a class, design a collage illustrating the influences of the environment in which people interact; e.g., home, school, community, job, social gatherings, religion. (B) Invite a speaker to class to discuss child abuse and the effects of abuse on development. Have students write a report on the information presented by the speaker. (I) Have students research and report on the influence of environmental factors, such as the following: (A) . family violence . cultural influences . educational programs . family income
. Interrelationship of Influences		
The interrelationship of heredity and environment determines the development of each individual.	To examine the interrelationship between heredity and environment and their influence on the individual.	Have students discuss studies examining the relationship between heredity and environment; e.g., twins raised apart. (I) Given two distinct family environments, have students predict the influence of each on a child's genetic potential; e.g., a male or female in two environments. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES

C. GROWTH AND DEVELOPMENT IN ADOLESCENCE

Adolescence is the span of years between childhood and adulthood. During this developmental stage, individuals mature physically, intellectually, emotionally and socially.

1. Physical and Sexual Development

Adolescence is a stage during which rapid and dramatic physiological growth and changes occur.

To define terms and concepts related to physical changes taking place during adolescence.

Have students define: (B)

- puberty
- menstruation
- sex characteristics
- adolescent growth spurt

To discuss critically how the rapid body changes during adolescence affect self-concept and personality.

Lead a class discussion on the physiological changes which occur during adolescence. (B)

Have students discuss (I) or research (A) behavior which might result from difficulties adjusting to rapid physical changes, including the following:

- shyness and insecurities
- chemical abuse
- eating disorders
- suicide

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SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Instruct students to research and report on "rites of passage" in other cultures. Have them discuss what "rites of passage" are in North America. (I)
2. Intellectual Development		
During adolescence, individuals become better able to deal with problems on a more abstract level of reasoning than they had before.	To examine the intellectual development of adolescents.	Discuss: "Learning is a lifelong process. It is a part of everyday situations and can take place at any time, any place." (B) Have students identify steps in the process of intellectual development: sensorimotor learning, egocentric thinking, concrete thinking, reasoning, problem solving, abstract reasoning. (I) Lead a class discussion on Piaget's theory of intellectual development. (A) Using a picture of, for example, a car wrecked in an accident, have students test Piaget's theory of cognitive development. What conclusions do four-year- olds, eight-year-olds and fifteen-year-olds draw regarding the causes of such an accident? What conclusions can be drawn about cognitive development? (A) Have students propose reasons why abstract concepts are not dealt with at a young age. (B)
3. Emotional Development		
During adolescence, individuals are expected to show increased emotional control and direction.	To identify common feelings and emotions of the adolescent.	Formulate a class list of common adolescent feelings and emotions. (B)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To recognize that emotional control during adolescence is an important step towards maturity.	Have students identify the relationship between emotions and behavior and discuss the importance of channelling emotions into socially acceptable behavior. (I) Discuss: "Adolescence has often been described as a moody period." (I)
4. Moral Development The ability to reason on an increasingly abstract level allows the adolescent to reach a more advanced level of moral development.	To identify behavior indicating matured moral development in adolescents.	Have students examine case studies presenting a moral dilemma. (B) As a class, discuss the decisions that illustrate moral development. (I) PRACTICUM Instruct students to present a moral dilemma to children of different ages and record the reasoning ability of the children. (I)
	To discuss Kohlberg's theory of moral development.	Review Kohlberg's theory of moral development. (A) PRACTICUM Using Kohlberg's theory as a guide, have students observe and record behavior of children of different ages. Does the observed behavior lend support to Kohlberg's theory? (I) Have students discuss the relationship between cognitive development and moral development. (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Discuss: "While childhood is characterized by amorality, adolescence is a time of 'idealism.'" (I)
5. Social Development		
The social skills and relationships of adolescents are influenced by the nature of their adjustments to the dramatic physiological, emotional, intellectual and moral changes confronting them during this time.	To compare and contrast behavior of the adolescent peer group and the expectations of society as a whole.	Have students discuss the messages suggested in statements such as the following: (B) . "It's up to you." . "You are old enough to know better." . "Grow up." List typical adolescent social behavior and compare it to behavior expected of adolescents. (I)
	To analyze the process by which individuals realize social development norms.	PRACTICUM Have students observe or interview parents or watch popular television programs and record how parents, real or fictional, encourage children of various ages to achieve independence and acceptable social behavior. (I) Supervise a class debate on the influences of the following factors on adolescent behavior: (A) . sex-role expectations . cultural influences . pampering Discuss: "The term, adolescence, refers to social growth rather than physical growth." (A)

XX. MAJOR CONCEPT: Personal Development

MAJOR OBJECTIVE: To understand that personal identity evolves through the development of an individual's self-concept, personality, values, goals and decision-making abilities

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. SELF-CONCEPT		
Adolescence is a time when individuals concentrate on discovering and creating their personal identity.	To define terms related to self-concept.	Have students define: (B) . self-concept . identity . self-image . public image . ideal image
	To evaluate factors affecting self-concept formation.	Lead a class discussion on the influences of the following on an individual's self-concept: (B) . place, time and context of birth . parents and other adults . personal appearance . past experiences . peers and siblings . media . school
	To recognize characteristics of a positive self-concept.	Have students list ten phrases that someone with a positive self-concept might use. (I) PRACTICUM Instruct students to observe or role play the interaction of a group of adolescents, recording behavior and conversation suggesting a positive self-concept. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
B. PERSONALITY DEVELOPMENT		
Personality is the expression of one's response to heredity and environment.	To examine the concept of personality.	In examining popular or ancient myths associated with personality, have students consider these statements: (B) . "You can recognize criminals by their looks." . "You can identify an intelligent person by forehead height." Have students define: personality. (B) Together with students, discuss the interrelationship of heredity and environment on personality development; e.g., physical development, combined with family and cultural expectations. (I)
	To examine theories of personality development.	Review and have students discuss theories of: (A) . Sigmund Freud . Erik Erikson
C. VALUE FORMATION		
1. Exploring Values		
Values reflect what is important to individuals and, in general, act as guidelines for behavior.	To define the term, "values."	Have students define: value. (B)
	To recognize types and sources of values.	By examining illustrations and articles from magazines and newspapers, have students identify the values represented and categorize them as moral, aesthetic, material or social. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students list and discuss sources of values; e.g., families, peers, media. (I)
		Have students compare the values of today's society with those of the past. Have them compare the values of different cultures. (A)
	To describe how values serve as guidelines to behavior.	Formulate a class list of common values, discussing how they can affect behavior. (I)
		Have students present and resolve a value conflict by writing a fictitious story or creating a mime. For example, you found a winning lottery ticket and you know to whom it belongs. (A)
2. Universal Values		
There is world-wide acceptance of the existence of eight universal values.	To identify the universal values.	Have a class discussion on the eight universal values and their importance to the individual. (I) 1. The Law of General Beneficence--showing kindness and good will to others 2. The Law of Special Beneficence--showing kindness and good will to family and friends 3. Duties to Parents, Elders and Ancestors--showing respect for parents and elders 4. Duties to Children and Posterity--showing respect and reverence for children, who will become the future generations

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES

5. The Law of Justice--showing honesty, sexual justice, and equal justice to all

6. The Law of Good Faith and Veracity -having faith and trust in humankind

7. The Law of Good Mercy--having mercy on all those who are in need

8. The Law of Magnanimity--overlooking injury or insult; not hurting or exploiting others either directly or indirectly

D. GOAL SETTING

Goals are important at any age, for they give individuals direction and purpose, ultimately helping them reach their fullest potential.

To define goal.

Have students define: goal. (B)

Have the class compile a list of goals that a typical student might set, identifying them as either long-term or short-term goals. Suggestions should include goals for tomorrow, next week, and a month, year or five years away. (B)

Have students analyze the relationship between short-term and long-t rm goals. (I)

To recognize that different life stages significantly affect a person's goals.

PRACTICUM

Instruct students to interview friends, childless couples, parents, grandparents and other adults both married and unmarried, and compare their goals to those of students. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To assess why goal setting is important.	Present case studies of individuals who do and do not appear to have established goals for themselves, and have students assess the situations and predict outcomes. (I) Have students predict the results of setting unreasonable or inappropriate personal goals (either too simple or too difficult). (A)
E. DECISION MAKING		
The decision-making process is a tool for relying upon personal resources and values to realize specific goals.	To identify the steps which comprise the decision-making process.	As a class, identify the six steps in the decision-making process: (B) 1. State the problem. 2. List possible alternatives. 3. Consider alternatives and their consequences. 4. Weigh values, needs, resources. 5. Make the decision, and act on it. 6. Evaluate the choice. Have students make a poster or bulletin board display illustrating the use of the decision-making process in solving a specific problem. (I)
All individuals regularly make decisions, often using the decision-making process without being consciously aware of it.	To apply the decision-making process.	Divide the class into small groups and give each group several case studies which require decisions to be made. Have students apply the decision making process, recording the steps, results and consequences. Present case studies such as the following: (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		• You are under the legal drinking age, but all your friends want you to drive your car to the beach for a drinking party. • You have the opportunity to cheat on an important exam. • You have inherited a trust fund which you may now use. The donor's intention was to provide for your further education.
	To recognize that the decision-making process is a personal process.	Have students play decision-making games or compare the results of the different groups from the previous exercise, discussing and analyzing reasons for differences in results and identifying problems arising from the decisions. (I) Have students study biographies of people who have made decisions requiring commitment and courage; e.g., (A) • Terry Fox • Mother Teresa

XXI. MAJOR CONCEPT: Self Management

MAJOR OBJECTIVE: To understand that management of time, emotions and stress leads to maturity and quality of life

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. MANAGING TIME		
Time is a limited but very important resource. Careful planning or management of time usually facilitates the successful attainment of one's goals.	To recognize the importance of time as a resource.	Lead a class discussion on the importance of time. (B)
	To become aware of how time can be used effectively or wasted.	Instruct students to prepare a time log for the typical day of a student, accounting for each five-minute segment of a 24-hour day. Have students analyze and discuss the values and goals reflected in the use of time. Have them discuss the time wasters, suggesting ways in which time might be used differently to accomplish more. (I)
	To identify strategies for managing time productively.	Have students identify strategies for making better use of time; e.g., (I) . setting and priorizing daily goals . setting deadlines . using small amounts of time . recognizing and then eliminating obvious time wasters . combining jobs where possible . evaluating the use of time regularly

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
B. MANAGING EMOTIONS		
All emotions affect behavior. Individuals must learn to manage emotions by channeling them into positive behavior.	To recognize signs of emotion management.	PRACTICUM Have students watch popular television programs or observe teenagers interacting with peers and adults and assess the behavior as an expression of emotion. Have them analyze the effectiveness and acceptability of the observed behavior. (I)
	To analyze personal management of emotions.	To help students analyze personal emotion management, have them complete a list of open ended sentences; e.g. . "When I am happy I ...." . "When I feel jealous I ...." Have them identify behavior which can be changed to reflect more positive management of emotions. (I) Have students role play various situations illustrating emotion management. (A)
C. MANAGING STRESS		
Stress is a self-imposed state of tension resulting from an individual's response to a situation, particularly a new situation. Just as individuals must learn to deal with their emotions, so they must also learn to deal positively with stress.	To recognize that stress can be both positive and negative.	Lead a class discussion on stress. (B) Have students identify stressors and their influences on behavior. (B) Assign the reading of articles about famous athletes, politicians or psychologists on the topic of stress and the effects of stress on performance. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Discuss: "All humans are stress seekers to some extent. Certainly, we could live without harmful stress--if we eliminated all challenges, all problems, all surprises, and all risks. But we'd lose the positive aspects of stress that occur when people meet challenges, conquer them, and exult in being alive." (Leavenworth, et al., Family Living, Scarborough: Prentice-Hall, 1985, p. 250). (A)
	To examine ways of managing stress to achieve positive results.	As a class, discuss ways of managing stress; e.g., exercising, maintaining a nutritious diet, managing time. (I)
D. MATURITY Maturity is the ability to accept personal identity and assume responsibility for personal behavior.	To define maturity.	Have students define: maturity. (B) PRACTICUM Instruct students to interview people of different ages to obtain definitions of maturity. Have students compare the responses and draw conclusions from the responses. (I) Have students differentiate between maturity and adulthood. (A)
E. QUALITY OF LIFE Quality of life is improved through an active process of becoming aware of personal potential and making choices that promote fulfillment and success.		

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
1. Lifestyle		
Many recent societal changes have allowed for increased options in determining lifestyle.	To identify factors that contribute to one's lifestyle.	Have students identify factors that affect lifestyle; e.g., (B) . nutrition and health . vocation . family and friends . leisure . income
	To identify and analyze the changes that have occurred in society allowing for greater lifestyle options.	Have students compare lifestyle choices of today to 30, 50 and 100 years ago. Have them describe the lifestyle they hope to have when they finish school and become independent. (I) Have students research articles comparing present and past societies or predicting future trends and then prepare reports analyzing the societal and cultural changes that have occurred. Have them take into consideration factors such as the following: (A) . affluence . education . multiculturalism . technology
Although the lifestyles represented in society are diverse, the extent to which an individual is free to choose a lifestyle is greatly influenced by hereditary, environmental and personal factors.	To evaluate factors influencing an individual's lifestyle choice.	Using case studies, have students identify and discuss thoroughly the effects of the following on lifestyle: (I) . heredity . environment - physical - human . personal motivation

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
The many lifestyle decisions that individuals make ultimately contribute towards quality of life.	To discuss critically the interrelationship of decision making and quality of life.	PRACTICUM Have students poll other class members or students in the school asking them to predict the most important decisions they will make that will ultimately affect their future. Discuss results as a class. Responses may be directed to the following areas: (I) . marriage . children . career . lifestyle Have students analyze critically the degree of control one really has over these factors and discuss how different decisions alter the relationship between various factors. (A)
	To predict future societal trends and their effects on an individual's quality of life.	Have the class create a bulletin board entitled, "21st Century." (B) Instruct students to gather and display articles, pictures, cartoons, etc., reflecting some people's version on the future, including topics on education, housing, the economy, family life, transportation, clothing, food, roles, biotechnology. (I)

XXII. MAJOR CONCEPT: Preparation for Life Work

MAJOR OBJECTIVE:

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. LIFE WORK		
The choice of a life work is dependent on many interacting factors.	To define life work.	Have students discuss how the various components to life work interact to produce a meaningful life; e.g., family, occupation, leisure time, volunteer activities. (B)
1. Self-Assessment		
Self-assessment is an integral part in determining one's life work.	To develop a personal inventory.	Have students write a letter to themselves, identiidentifying personality, talents, interests, skills, values and goals. (I)
		Have students complete a computer program or checklist that involves self-analysis. (I)
2. Opportunities in Life Work		
Exploring opportunities that are available allows the individual to make realistic choices involving life work.	To become aware of the possibilities in life work.	Have students prepare a list of life work opportunities including traditional and creative alternatives. (I)
	To choose life work best suited to the individual.	Have students compare the personal inventory and the lists of life-work opportunities and select three potential options for life work. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES

3. Preparing for Life Work

Individuals can prepare for future work by increasing their awareness of job search techniques and training or educational requirements, and as well by participating in practical work experiences.

. Education

Specific training skills and education are often necessary for a job.

To examine general requirements that are necessary for obtaining a job.

PRACTICUM

Have students collect information booklets from numerous employers in the community or interview the personnel manager within a large company. Discover the general characteristics and qualifications looked for in a prospective employee. (B)

To research specific job requirements.

PRACTICUM

From the personnel manager, have students find out the types of jobs that are available and the training or educational requirements of each. (B)

Have students visit school guidance offices. Have them select specific jobs of interest and investigate their requirements. (B)

Have students compile a list or write to professional agencies that provide job information. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
. The Resumé		
A resumé provides prospective employers with information about an individual's occupational, career, home, social and volunteer experiences.	To describe the function of a resumé.	Have students discuss the function of a resumé. (B)
		Provide students with copies of several fictitious resumés "submitted" for a particular job, and have them discuss why they would consider interviewing some individuals and not others. (I)
	To prepare a resumé.	Using a correctly prepared resumé, have students identify the information that is there and why it is essential. (I)
		Students could prepare their own resumés and a covering letter to go with the resumé, applying for a specific job. (I)
. The Interview		
The way in which one presents and handles oneself during an interview is a critical component of the job-search process.	To discover factors that are important during an interview.	Provide case studies of interviews and have the students discuss them critically. (I)
		Have students role play interview situations and discuss the resul s. (I)
. Employee Responsibility		
As an employee, individuals take on certain responsibilities.	To analyze how each job assumes responsibilities towards employers and others.	Have students discuss various responsibilities of the following workers; e.g., (B)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES

. students
. parents
. secretaries
. doctors
. postal workers
. clerks
. teachers
. flight attendants

4. Practicum

Practical experience allows individuals the opportunity to test out job search techniques as well as gain essential work experience.

To participate in a job search.

PRACTICUM

Using information previously obtained through:

. a personal inventory
. a list of life work opportunities and their educational requirements
. resumé
. interview skills

Have students participate in and obtain a volunteer or paying job in the community (B) or ask employers to give students feedback regarding their resumés, interview skills and potential for later work.

To assess the importance of obtaining work experience.

Have students discuss the importance of exploring and trying different occupations and careers. (B)

Have students discuss the importance of volunteer work. (B)

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SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES

PRACTICUM

If possible, have students observe workers on the job or participate in job shadowing.

XXIII. MAJOR CONCEPT: Social Development

MAJOR OBJECTIVE: To understand the role of communication and socialization

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. COMMUNICATION		
1. The Communication Process		
Communication is the exchange of information between two or more people and is the basis for all interpersonal relationships.	To identify the communication process.	Have students define: sender, receiver, message, feedback. (B) Have students develop a pictorial model of the communication process. (I)
2. Methods of Communication		
Communication is more than just talking; it involves the exchange of messages between individuals not only through words and symbols, but also through behavior, facial expressions and physical gestures.		

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
. Verbal Communication		
Verbal messages are affected by tone of voice, change in speech pattern, emphasis on certain words, facial expressions and content.	To demonstrate that the interpretation of verbal messages depends on how the message is both given and received.	Using different words and sentences as examples, have students illustrate how verbal messages are affected by changes in tone of voice, emphasis, content, speech patterns, and facial expressions. Experiment with the following messages: (B) . "No." . "I am going to do that right away." Have students play several communication games to illustrate the importance of good verbal communication skills. (I)
. Non-Verbal Communication		
A tremendous amount of communication is accomplished without words. This non-verbal type of communication is often called "body language."	To recognize how individuals communicate non-verbally.	Have students participate in a variety of games and activities to illustrate non-verbal communication, exploring techniques such as altering facial expressions, staring, touching. (B)
	To interpret non-verbal communication.	Discuss: "Actions speak louder than words." (I)
. Symbolic Communication		
The everyday use of symbols to transmit specific messages are an effective method of communication.	To identify forms of symbolic communications.	Instruct students to collect or draw illustrations of easily recognizable symbols, such as traffic signs, clothing care symbols, maps, religious symbols, brand name logos, etc. (B)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students provide specific examples to support or deny the notion of a universal language. (I) Discuss: "The increased use of symbols is helping to bring the nations of the world together in a more common understanding and acceptance of one another." (I)
3. Effective Communication		
When ideas, opinions, values, attitudes, beliefs and feelings flow freely between individuals, and messages are received and interpreted as they were originally intended, the result is effective communication.	To recognize the differences between effective and ineffective communication.	Have students collect cartoons which illustrate incorrectly interpreted messages. (I) Divide the class into small groups and have students prepare and role play a situation illustrating either effective or ineffective communication. As a class, assess how each situation presented could have had the opposite result. (I) Based in television programs such as soap operas involving family and other interpersonal relationships, have students discuss (B) or prepare a written assessment of whether or not communication between family members was effective. Have them identify what made it effective or ineffective. (I)
	To develop techniques for effective communication.	Establish rules for effective communication during class discussions and debates, asking students to record the rules established by the group. During later discussions have them refer back to these group rules to see if the group is abiding by them. Have students

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		assess the effectiveness of the discussions when all members abide by the rules, and contrast this to times when the rules break down. (I)
. Empathy		
Empathy is the ability to put oneself in another person's place. By understanding how someone else feels, one is better able to interpret and respond to signals or messages.	To assess the importance of empathy in effective communication.	Have students differentiate between sympathy and empathy. (I) Invite a family counsellor to class to discuss how a family can be given help in becoming more sensitive to the needs of each member. (I)
. Listening		
Attentive listening enables a person to comprehend messages with greater accuracy and understanding.	To recognize roadblocks to good listening.	As a class, discuss how the following situations impede effective listening: interrupting, knowing it all, arguing, talking too much, being preoccupied and making assumptions. (B)
	To develop active listening skills.	Have students play listening games; e.g., following verbal instructions. (B)
. I-Messages		
I-messages are statements which express the speaker's thoughts and feelings in a non-threatening, non-hostile manner.	To recognize I-messages.	Read a list of statements. Have students identify I-messages. (I) Have students rewrite a series of You-messages to create I-messages. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To analyze the effectiveness of I-messages.	Using a list of I- and You-messages, have students discuss why I-messages are more effective than You-messages. (A)
4. Communication Breakdown Communication breakdown can be reduced when an individual combines an understanding of human behavior with skills in communication.		
. Barriers to Communication Personal communication skills can be improved through understanding and trying to avoid barriers to effective communication.	To identify communication barriers.	Devise a class list of qualities or characteristics which can act as communication barriers or blocks; e.g., insensitive listening, disagreeing/agreeing, waffling. (I) Compile a class list of opening statements entitled, "Downers or How Not to Start a Conversation." (I) Have students discuss communication problems which may result because of the "generation gap." (I)
	To develop strategies to effect positive changes in communication.	Using case studies of families with communication problems, have students develop plans to help each family improve its communication. (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
. Conflict Resolution		
During conflict, people express differences in feelings, beliefs, attitudes and desires, thus presenting the opportunity to learn more about one another. Conflict resolution can, therefore, improve communication if it is done in a constructive fashion.	To discover the difference between constructive and destructive conflicts.	Have students role play or examine case studies of conflicts and distinguish between constructive and destructive conflict. (I)
	To develop effective conflict-resolution techniques.	Have students write the script for a case study in which destructive conflict is resolved in a constructive way and have them role play the situation. (A)
5. Perception		
As a result of differences in background, learning, values, interests, etc., individuals can form diverse perceptions of identical objects or situations.	To define perception.	Have students define: perception. (B)
	To assess how perception affects communication.	Present students with abstract drawings or optical illusions and have them write different interpretations of the pictures, describing factors that might influence interpretations, including the following: (I) . cultural values . family background . gender orientation . personal interests, values, etc. Have students role play a situation demonstrating inaccurate perception. (I) Discuss: "Seeing is believing." (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES

B. SOCIALIZATION

Socialization is the process through which all individuals learn about their environment and, at the same time, learn how to interact effectively with others in their society.

1. Influences on the Socialization of Individuals

As every individual, every family and every society is unique, the process of socialization is different for each individual.

To define the process of socialization.

Have students define: socialization. (B)

To examine the influences on the socialization of individuals.

Have them list factors that influence socialization. (B)

As a class, discuss how these factors influence the socialization of individuals. (I)

Instruct students to research a different culture or historical period, reporting to class how influences on the socialization process differ or have changed. (A)

. Gender Role

Socialization is largely responsible for how individuals acquire or learn behavior, attitudes, values, emotional responses and personal characteristics of gender roles.

To define terms related to gender role.

Have students define: (B)

. gender
. gender role
. gender-role stereotypes
. androgyny

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To assess the effects of specific forces on gender role.	In developing the theory that "several forces are at work to reinforce appropriate gender roles," have students consider the following influences: (I) . parental influences: - treatment of infant - decoration - toys/games - clothing - activities with parents (same-sex identification) . books, television and other media . peer group . educational system . biology Based on their assessments of popular children's television programs, cartoons, fairy tales or books and an assortment of toys, have students discuss the terms, "sex-role stereotyping" and "sex appropriateness." (I) Formulate a class list of things that parents and others might say to children which have sex-role implications; e.g., "Stop crying--act like a man." (I) Have students research the work of several theorists; e.g., Freud. (A) Have students examine and discuss critically current androgyny scales; e.g., Bem Sex Role Inventory. (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES

Discuss: "The androgynous individual personality." (See Esther R. Greenclass, A World of Difference: Gender Roles in Perspective, p. 30) (A)

XXIV. MAJOR CONCEPT: Relationships

MAJOR OBJECTIVE: To understand the importance of loving relationships, family relationships, friendships and dating

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. LOVING RELATIONSHIPS Love enhances and builds relationships.		
1. Defining Love Although love is the human emotion that probably is the most talked about, written about and sung about, it is also probably the most difficult for to describe.	To define love.	Have students write a definition of love. (B) Select several popular songs or poems and have students discuss what they say about love. (B)
	To differentiate between love and infatuation.	Have students define: infatuation. (B) Have students devise a questionnaire entitled "Are You In Love?" that differentiates between aspects of infatuation and real love. (I)
2. Foundations of Love While all individuals are born with the innate capacity to love, the ability to develop or realize this potential is learned through meaningful experiences.	To describe the foundations for developing the capacity to give and receive love.	As a class, discuss the importance of building nurturing relationships with young children. (B) Invite a marriage counsellor, psychologist or happily married couple to class to describe how people learn about love through their experiences. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Refer students to research showing the relationship between love and developing one's fullest potential. (A)
3. Kinds of Love		
As each individual passes through life, different types of love can be experienced.	To identify the different kinds of love.	Have students define the following kinds of love: self, parental, familial, spiritual, romantic, conjugal, universal. (I)
	To parallel the different kinds of love to stages of personal growth.	PRACTICUM Have students interview children, adolescents, parents and grandparents, or other adults for their definitions of love. What kinds of love do their definitions reflect? How might these definitions reflect their stage of personal growth? (I)
		Refer students to theories about personality development (e.g., Erikson), and have them show how learning certain kinds of loving relationships at different stages in the life cycle can be viewed as a developmental task. (A)
4. Building Loving Relationships		
Loving relationships flourish with understanding, caring and commitment.	To discuss how to build loving relationships.	As a class, discuss the qualities important to building a loving relationship; e.g., communication, trust, mutual respect, empathy, shared time and common interests. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To evaluate the importance of building loving relationships.	Lead a discussion on the importance of building loving friendships and marriage and family relationships and how love influences the "lasting" quality of these relationshi~s.
B. FAMILY RELATIONSHIPS		
Family relationships establish with groundwork for future relationships.	To analyze the function of the family in preparing its members for future interpersonal relationships.	Discuss case studies of different families and have students identify the various roles family members play. (I) As a class, discuss how a parent, son, daughter or sibling can assume various roles; e.g., friend, confidant, teacher. Have students evaluate how the family is a practice ground for future relationships. (I)
C. FRIENDSHIP		
Friendship enhances social and emotional well-being.	To recognize the significance of peer groups in adolescent relationships.	Have students define: peer group, conformity, peer pressure, sub-culture, cliques. (B)
1. Belonging to a Group To feel valued by one's peers is an important element in the development of self-esteem and personal security.		To help students understand the significance of peers, have them describe specific ways in which the peer group influence is exhibited in behavior; e.g., dressing the same, acting the same, participating in similar social activities. In what specific ways do adolescents act to indicate individuality rather than conformity? Have students discuss conformity versus individuality. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To <u>assess</u> the strength of the peer group as an influence on behavior.	<u>PRACTICUM</u> Have students observe students in the school cafeteria or hallways. Are students generally alone or in groups? Have them contrast the behavior of students who are alone and those who appear to belong to a group. Of what benefit are these group relationships? (I) In global terms, discuss the concepts that "peer interaction mirrors the procedures by which organizations operate in the adult world." (Ambron and Salkind, <u>Child Development</u>, p. 504.) In other words, the peer group teaches individuals how to deal with power hierarchies, providing them with information about the world and their role in society and providing feedback about the appropriateness of their behavior. Have students relate this idea to the fact that there are innumerable student groups and organizations acting inside and outside of schools; e.g., student government, clubs. (A)
	To <u>recognize</u> factors affecting one's choice of a peer group and to <u>evaluate</u> why this phenomenon exists.	Devise a class list of factors that affect one's choice of a peer group; e.g., mutual interests, geographic proximity, degree of maturity. (I) Have students examine magazines, novels and records designed for adolescents. What do they say about the needs of adolescents in terms of peer relationships? How accurate are they? (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Referring students to movies or television programs where adolescents step over the group boundaries and try to associate with different peer groups, have them evaluate the outcome. (A)
2. Being a Friend		
Being a friend means caring about other people and what happens to them.	To describe qualities necessary for building friendships.	Have students list the characteristics of a good friend, ranking them in order of importance. Compare the responses of the class. (B)
		Discuss: "In order to have friends, you have to be a friend." (B)
	To realize that friends are important at any stage in life.	In discussing the importance of a good friend at any stage in life, have students describe the feelings associated with a really good and important friendship and the feelings resulting from the loss of a friendship through a circumstance such as a move. (I)
		As a class, discuss recent research indicates that friendship can affect a person's physical health. People with friends regain health faster than those lacking friends. (I)
	To develop ideas about why friends are particularly vital during the teen years.	In small groups, have students prepare a report describing why the group believes friendships to be of particular significance during the adolescent years. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Coordinate a class debate on the following claim: "The qualities that teenagers look for in a friend are similar to those sought out at later stages in life. Adolescent friendships can then be considered the cornerstone of adult friendship patterns." (A)
D. DATING		
1. Function of Dating		
The practice of dating allows individuals the opportunity to learn about themselves and about others without any permanent commitment or involvement.	To describe the purpose of dating.	Poll class members for reasons why people date. (I)
2. An Historical Perspective		
Historically, people courted rather than dated. Although traditionally courtship meant that a couple would eventually marry, today dating may or may not lead to marriage.	To examine how dating and courting have changed and evolved throughout history.	Have students watch old movies or collect articles on the topic of dating and courtship and discuss these examples in class. (B) PRACTICUM Have students interview grandparents and other older adults, asking them to describe their dating customs. Have them describe how dating has changed over the years, listing the advantages and disadvantages of current dating style as well as previous dating styles. (I) Lead a class discussion on the dating practices in a variety of cultures. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
3. Stages in Dating Relationships		
While the primary function of dating as a form of courtship or mate selection has changed over the years, the traditional patterns or stages of the dating relationship have changed very little.	To describe the stages in a traditional dating relationship.	Illustrate the natural progression of dating, beginning with non-commitment and ending with total commitment; i.e., casual dating, going steady, informal engagement and formal engagement. (I)
	To evaluate the importance of dating.	As a class, discuss what individuals learn about others and themselves at each stage of the dating process. (I) Poll class members for rules on steady dating. What are the pros and cons of dating one person exclusively? (I) Have students role play dating situations with possible endings, such as breaking up after going steady or agreeing to an engagement. (I)
4. Qualities in a Dating Partner		
More than likely people are unaware of the factors that affect their choice of dates; however, specific social and psychological forces guide these decisions.	To become aware of the factors influencing the selection and evaluation of dating partners.	Divide the class into small groups, requesting them to complete the following exercises: . Make a list of qualities in a person that are characteristic of a good date. . Identify what they would consider to be a good dating experience. . Devise a list of "Things That Girls Do That Drive Guys Crazy" and vice versa.

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES

Compare the responses and discuss them as a class. (I)

Using case studies, have students discuss problems which could result from dating someone of a different religious, economic, ethnic or racial background. (I)

Have students research dating services. What is the purpose of a dating service? How are people matched? What types of questions are asked? What are the fees? How successful are they? What criteria are used to rate success? (A)

XXV. MAJOR CONCEPT: Family and Society

MAJOR OBJECTIVE: To understand the importance of the family in its various forms, and to examine changes affecting the family from a variety of perspectives

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. THE FAMILY Although the family unit has changed dramatically in form and function, it will continue to endure because of the vital functions it provides for all its members. 1. The Importance of the Family The family is the basic unit of society, providing its members with the support and encouragement necessary to adjust succesfully to an increasingly complex world.	To define family.	Have students collect individual definitions of "family" from fellow students, children and parents. When all the ideas have been presented to the class, devise a good working definition, discussing why there are so many different definitions and ideas about families. (A)
	To examine the important functions performed by today's family.	Have students examine case studies and identify the functions of the family in areas such as socialization, spiritual/moral development, emotional support and shelter. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students examine advertisements to discover how advertisers allude to these functions in promoting their products; e.g., insurance, health care, greeting cards. (A)
	To assess how families fulfill these functions.	Formulate a class list of typical responsibilities for various family members. How do these roles help develop the potential of each individual? (I)
		Have students prepare a "Family Contract" that list the functions of the family and specifies each member's responsibilities in detail. (A)
	To analyze why individuals live in families.	Discuss: "What would growing up without a family be like." (B)
B. FAMILY FORMS		
Today there are many different types of families, varying in size, relationships and in the ways they meet the needs of family members.	To identify different family forms.	Have students list the family forms that exist in the world today. (I)
		Have students research current statistics on different family forms represented in Canada. How have these statistics changed over the years and what future changes are predicted? Have students suggest reasons for these changes. (A)
	To evaluate the effect of different family forms on the function of families.	Invite a speaker (e.g., social worker, marriage counsellor or priest) to class to discuss the effects of different family forms on individual family members. Are all these family forms capable of providing support for its members? Are they capable of fulfilling all the family functions? How do separation and divorce influence family functioning? (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
C. THE EVOLVING FAMILY		
Variations in family life cycles exist as a result of demographic and social changes.	To explore societal changes that have caused the family life-cycle model to vary.	As a class, discuss the traditional life cycle, assessing its relevance for families today. Have students describe the changes that have occurred which have caused such a model to be inappropriate. (I)
	To identify the various and changing needs of different family members throughout life.	PRACTICUM Have students interview families or form a panel of families at different stages in their lives, comparing the stages in terms of the following: age, finances, leisure, housing, roles, responsibilities. (I) Discuss: "Society places pressure on all adults to live according to the traditional life cycle." (I)
D. PERSPECTIVES ON THE FAMILY		
1. Historical Perspective		
In the past, the function of the family was clearly defined. The family was the primary source of food, clothing, shelter, education, recreation and religious training. Now, most of these functions are performed by sources outside of the family.	To contrast the function of today's family to the family of the past.	Have students bring old photos to class and describe what family life might have been like when the photo was taken. (I) Have students prepare a research report describing how historical changes, resulting in the shift from being a producer-oriented society to being a consumer-oriented society, have affected the role of the family. (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To recognize historical influences on the contemporary and future family.	PRACTICUM Have students visit museums, antique shops or historical societies and inspect the tools, clothing and household articles of the past, speculating about what life was like when these items were in use. What tools and equipment currently in use were developed out of these articles from the past? (I) Instruct students to select a particular historical period and prepare a research paper on what life was like then; e.g., early settlement, prehistoric, medieval. (A)
	To predict the family of the future.	Have students write an essay entitled: "Family--Year 2088." Have them bring articles and pictures to class that in some way suggest future trends. What impact will current trends in family and society have on the future family? Predictions are to be supported with evidence from historical, current and future trends. (A)
2. Societal Perspective		
Industrialization and sociological changes throughout the twentieth century have resulted in new expectations and roles of family members.	To analyze the historical and current effects of international social and economic conditions on the family.	Record and discuss a class list of global factors or conditions that have affected or will affect the family; e.g., cultural variances, mass media, space exploration. (I)
	To discuss critically the impact of families on society.	Have tudents research family-oriented groups or organizations formed at grass-roots levels that have had an impact on society; e.g., "Tough-Love," "Child-Find," Green Peace. (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
3. Cultural Perspective		
World trade and travel and communication networks have increased people's knowledge of and familiarity with the people, products and cultures of other countries.	To explore familial norms of a variety of cultures.	Have students define: norm, family norm. (I) Assign research topics on the family forms of different cultures and have students present research findings to the class. (A)
	To recognize that all cultures make a unique contribution to Canadian society.	In a class discussion, analyze how international trade, travel and immigration affect Canadian society; e.g., clothing, restaurants, entertainment. (I)

XXVI. MAJOR CONCEPT: Family Management

MAJOR OBJECTIVE: To understand the role of values, goals, decision making and resource management in family management

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. VALUES AND GOALS		
Values and goals reflect what is important to the family and act as a guide for family management.	To recognize that family values and goals are an important influence in establishing the values and goals of the individual.	Discuss: "The primary source of values and goals for each individual is the family." (I)
B. DECISION MAKING		
Family decisions are based on the values, goals and needs of each individual family member and of the family as a unit.	To identify the decision-making process.	Review the decision-making model with the class. (I)
	To examine the process of family decision making.	In small groups, have students role play a family meeting to resolve a specific problem using the decision-making process. Have them identify the role played by each member of the "family." Does the family meeting work in all decision-making situations? (I)
C. RESOURCE MANAGEMENT		
Recognizing each individual's resources and allowing them to develop to their maximum potential contributes to the physical, psychological and social well-being of all families and family members.	To define and identify family resources.	Have students define: resource. (B)
		Identify possible resources available to the family, including human and non-human resources. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To recognize that the better able a family is to manage its resources the more likely it is to achieve its goals.	As a class, discuss to what degree home management affects the well-being of a family in relation to housing, food, money, etc. (I) Discuss: "It is management, rather than resources, that yields success in most families." (I)
	To develop techniques of managing resources.	PRACTICUM Have students interview managers, homemakers or working couples on how they manage their resources and discuss key ideas with the class. (I) Record a class list of twenty time wasters. How can these time wasters be turned into productive time? Have students plot a typical day for a student or homemaker, arranging possible activities for the day and alloting time for each activity. (I)
Family resource management adapts as the family evolves.	To analyze how resource management changes as the family evolves over the years.	PRACTICUM Have students interview families at different stages and report how their resources were adapted to accommodate family changes and how they presently manage their resources. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES

PRACTICUM

Have students prepare and compare budgets for two different families; e.g., a young, single person with a high salary versus a young couple with three children and only one income. Categories to be included: food, housing, transportation, education, insurance, savings, entertainment, miscellaneous. (A)

XXVII. MAJOR CONCEPT: Building a Family

MAJOR OBJECTIVE: To understand marriage decisions, marital relationships, parenting and family dynamics

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. CHOOSING TO MARRY Deciding to marry and choosing a marriage partner, may be the most important decisions an individual makes.		
1. Mate Selection Even though most people do not follow a deliberate plan for choosing a marriage partner, most marriages have a greater chance of survival if the couple has many similarities in background and attitudes.	To list personal qualities that identify a suitable mate and, therefore, influence choice of marriage partner.	In small groups, have students devise mate selection checklists or questionnaires, including the following categories: appearance, affection, personality. (B) Have them discuss and rank these characteristics in order of importance. (I)
	To examine theories on how individuals select mates.	As a class, examine various theories about how people choose their mates; e.g., filter, parental image and complementary needs theories. (A)
	To evaluate factors that affect mate selection.	Have students discuss factors that influence mate selection. (I) PRACTICUM Have students interview several couples or individuals about their decision to marry or not to marry. What factors influenced their decision? (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Lead a class discussion on arranged marriages. (I)
2. Teenage Marriage		
Most studies indicate that teenage marriages are high risk marriages.	To examine the reasons why marriage is more difficult for teenagers than for adults.	PRACTICUM Have students interview marriage counsellors or teenage couples to determine what marriage adjustment problems are more profound during the teen years than the adult years; e.g., finances, maturity, education, pregnancy, social activities. (I)
3. Preparation for Marriage		
While there may be less pressure now to marry than there was in the past, nearly all people still expect to experience marriage sooner or later.		
. Marriage		
Society has an influence on the individual's idea of marriage and married life.	To examine marriage as a norm in North American society.	Have students define: marriage. (B)
	To formulate and compare ideas regarding societal attitudes toward marriage.	Have students view television programs or movies portraying marriage and family situations. How is the marriage relationship depicted? How realistic is this picture? (I) In small groups, have students discuss marriage, describing goals of marriage and general attitudes towards marriage. Compare the responses. Have students discuss the differences between male and female ideas and attitudes towards marriage. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
. Readiness for Marriage		
When conditions seem to be right for a successful and satisfying union, most couples decide it is time to marry.	To assess how to determine readiness for marriage.	Formulate a class list of "right" and "wrong" reasons to get married. (B) Invite a minister, rabbi, priest or marriage counsellor to class to discuss the importance of preparation for marriage. Have students investigate and evaluate the purpose of marriage preparation classes in the community. (I) Have students develop a "Readiness for Marriage" questionnaire. (A)
	To investigate the legal component of marriage.	PRACTICUM Have students visit a lawyer or the local law courts office to research the legal aspects of marriage, identifying the legal description of marriage, marriage laws of the province and country, and requirements of the marriage licence. (I) PRACTICUM In pairs, have students prepare a marriage contract which includes considerations such as personal and mutual goals and expectations, finances and household arrangements. Have students evaluate the purpose of the marriage contract. (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
. The Engagement		
An engagement period enables the couple to develop a better understanding of each other as potential marriage partners.	To discuss the purpose of an engagement.	In discussing the purpose of an engagement, consider the benefits of the following: (I) . allowing a couple time to think about and discuss their future life together . announcing the commitment . allowing time to get acquainted with in-laws
. The Wedding		
The wedding ceremony is a traditional ritual that symbolizes the formation of a new family.	To investigate the significance of wedding ceremonies and customs.	PRACTICUM Have students interview a priest, rabbi, minister or justice of the peace for an analysis of the meaning and significance of the marriage ceremony. Discuss the similarities and differences between weddings attended. (I) Have students conduct research comparing marriage customs and ceremonies around the world, including pictures and actual articles used in the ceremony if possible. Have students share their findings with the class and discuss differences. (A)
	To investigate the details of planning a wedding.	In small groups, plan a fictitious wedding form start to finish. Have them list all the places where information, goods and services might be obtained for planning weddings. Have them write a report on what is involved in wedding preparations, supporting it with pictures and items used in the ceremony. Have them project the approximate cost. Discuss results in class. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
Each new couple should recognize the realities and responsibilities of their new marriage relationship, including the accompanying difficulties.	To analyze situations that complicate marriage adjustment.	Invite a marriage counsellor or lawyer to class to discuss problems that can occur in new marriages. (I)
	To recognize that, in the process of marital adjustment, maintaining the individuality of partners enhances the relationship.	As a class, discuss the importance of maintaining or building self-esteem and a positive self-concept in a marriage relationship. (I)
Success in a marriage is often dependent on the couple agreeing on what they expect of themselves and each other in the roles of husband and wife.	To examine the factors that influence how roles become assigned in marriage.	In discussing influences that determine the roles that husband and wife assume for themselves and expect of one another, consider the following: (I) . role model of parents . cultural or childhood experiences . personal attitudes . societal influences and expectations
B. THE MARRIAGE RELATIONSHIP		
As two individuals enter a marriage and begin to share their lives, their different psychological, social, and cultural backgrounds are combined in a way that makes their marriage unique.	To become aware of the adjustments necessary for the newly married.	
1. Adjusting to Marriage		
Marriage necessitates mutual commitment.		Formulate a class list of the tasks and decisions facing newlyweds, including the following: (B)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		. establishing a home . interacting with each other's friends and in-laws . planning for children Have students role play a situation in which a married couple makes decisions regarding housing, roles, leisure time. (A)
	To examine the impact of social change on marital roles.	Have students identify traditional marital roles. Discuss how the roles of both men and women are changing. (B) PRACTICUM Have students interview an elderly person or married couple, a middle-aged couple and a young couple on their ideas of the roles of husbands and wives. Have them identify differences between the couples and discuss the reasons for the differences. Have them identify societal changes that have influenced these role changes. (I)
	To assess how changing male and female roles influence marriage adjustment.	Lead a class discussion on what happens when couples do not agree on their roles and responsibilities as partners in marriage. (I)
If marriage is seen as a partnership, then both the husband and wife will strive to achieve their own goals and adapt to their common needs, desires and expectations of the marriage relationship.	To describe how couples can adjust successfully to each other.	Have students list the qualities of a meaningful marriage. (B) What is required of each partner for the marriage to be successful? (A)
	To identify the skills that are important in developing good marital relationships.	Instruct students to collect books and articles on the subject of how to adjust successfully to marriage. Have them compare the ideas presented in the research material to

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		advice given in popular magazines. As a class, identify the skills believed to be most important. Discuss concepts such as: competition, compromise, co-operation, recip city, empathy, communication, commitment, sharing. (I)
	To identify various ways couples adjust to marriage.	Have students read several case studies to identify the different ways couples adjust to marriage; e.g., (I) . compromise--joint decision . accommodation--agreement to disagree . concession--one partner gives in . martyrdom--one partner always gives in . hostility state--neither partner gives in Have students predict the effects of each style on a marriage. (A)
2. Reproduction and Family Planning Through a thorough understanding of the reproductive process and family planning methods, it is possible for couples to plan the number and spacing of their children.		

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
• Sexual Anatomy and Physiology		
Identification of the reproductive organs and knowledge of their function facilitates a better understanding of the reproduction process.	To examine the male and female reproductive systems and define terms related to sexual anatomy and physiology.	Have students define the following: (I) • Male Anatomy: sperm, testes, scrotum, vas deferens, penis, urethra, semen, prostate gland, Cowper's gland, epididymis, seminal vesicle • Female Anatomy: egg, fallopian tube, ovaries, vagina, cervix, labia, perineum, clitoris, uterus, vulva After examining diagrams of the male and female reproductive systems, have students identify, label and describe the functions of each reproductive organ. (I)
• Reproduction		
The key to human reproduction is fertilization. This is the process of combining the male sex cell, or the sperm, with the female sex cell, or the egg, to form a new human being.	To define terms related to fertilization.	Have students define and describe the process of: (B) • fertilization • conception • implantation
	To describe the main stages in the conception process.	Have students trace the process through which an egg becomes fertilized. (B) Lead a class discussion on the problems which can occur when a fertilized egg implants itself in the wrong location or does not attach properly. (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
. Pregnancy		
During pregnancy, the woman is likely to experience physical as well as emotional changes. By adopting a warm and positive attitude towards the pregnancy, both mother and father can be better prepared for the birth.	To define terms related to pregnancy.	Have students define: uterus, placenta, umbilical cord, amniotic sac, zygote, embryo, fetus. (B)
	To recognize the physical and emotional changes associated with pregnancy.	Invite a public health nurse or mother to class to discuss the physical and emotional changes that occur with pregnancy. (B)
	To identify the danger signals during pregnancy.	Have students obtain information from a doctor or nurse regarding dangers that can occur during pregnancy; e.g., vaginal bleeding, swelling of face and fingers, persistent vomitting, sudden escape of water from vagina, false labor. (B)
Immediately after fertilization has taken place, the zygote begins its complex process of development, progressing through the embryonic and fetal stages during the nine month pregnancy.	To trace the development of the zygote through the embryonic and fetal stages.	As a class, discuss the developmental stages of embryo and fetus. (I)
. Labour and Delivery		
During the last few weeks of pregnancy, the fetus and the soon-to-be parents ready themselves for labor and delivery.	To define terms related to labor and delivery.	Have students define: vaginal delivery, cesarean section, breech birth, transverse birth, stages of labor, amniotic sac, episiotomy, epidural anesthesia, forceps. (I)
	To describe the birth process.	Invite mothers to class to describe the birth process. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Discuss: alternate birthing methods; e.g., Leboyer, birthing chairs, midwifery. (A)
. Family Planning		
Since the nineteenth century, contraceptive procedures have advanced technology. Today a variety of contraceptive devices and techniques are used, some of which are more effective than others.	To trace the history of contraception.	Have students collect information from libraries on the historical origins and development of contraceptives. (I)
	To identify contraceptive methods currently in use.	Invite a public health nurse to class to discuss popular methods of contraception and to provide information on how they work, their drawbacks, their advantages and their rate of effectiveness. (B)
		Have students research new contraception trends; e.g., morning after pill, under skin capsule, implants. (I)
	To assess the acceptance of widespread contraceptive use and its effects on society.	Have students discuss the attitudes towards the use of contraceptives on a global scale. Have them predict the worldwide sequences of the complete disuse and the widespread use of contraceptives. (I)
		Have students compare birth rate and family size of today to that of the 1940s and 1950s. Have them make predictions about family size and birth rate in the near future. (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES

- Sexually Transmitted Diseases (STDs)

  Sexually transmitted diseases are widespread and are a serious concern during pregnancy. It is important to be able to identify them in their early stages as well as to find ways to prevent them.

  To identify common sexually transmitted diseases and recognize the symptoms and consequences of sexually transmitted diseases.

  To describe ways to prevent the spread of sexually transmitted diseases and to examine possible cures or treatments for sexually transmitted diseases.

  PRACTICUM

  Advise students to visit health departments or medical clinics to obtain free literature on sexually transmitted diseases and discuss why this information is so readily available. Have them interview someone from a health department or medical clinic for information on the types, causes, symptoms, cures and prevention of sexually transmitted diseases. (I)

  Have students research STDs from an historical perspective and the rise in STDs over the last century and predict future trends. Have them investigate statistics on the local incidence of STDs and compare them to the nation's figures. Have them research the efforts to prevent STDs. (A)

C. PARENTING

No single relationship has a greater or more lasting significance than that between parent and child. The responsibility to build that relationship begins with the parent.

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
1. Defining Parenthood		
Parenthood involves the nurturance of the physical, social, emotional and intellectual development of the child.	To define parenthood.	Have students define parenthood individually and then build a group definition. (B)
2. Choosing to be a Parent		
Parenthood is increasingly becoming a matter of choice. Consequently, the decision of whether or not to have children is worthy of thoughtful consideration by every couple.	To examine the reasons why people choose to have children.	PRACTICUM Have students poll the class or other students in school for reasons why they would decide to have children. (I)
		PRACTICUM Have students interview parents, prospective parents, or couples who have chosen to remain childless. As a class, discuss the factors that they considered before making their decision. (I)
		Present case students of six different couples considering parenthood. Have students discuss which ones are better suited to parenthood than others. Have them debate the issue of whether couples should have to apply for a "Licence to Parent." (A)
	To recognize that adoption may be a possible choice for couples wishing to become parents.	Invite parents who have adopted children or social workers who arrange adoptions to discuss the following: adoption laws, adoption procedures, and reasons for adoption. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Lead a group discussion on the following alternative parenting methods: (I) • in vitro fertilization • artificial insemination • surrogate parenting • artificial embryonation
3. Adjusting to Parenthood A couple faces one of the greatest adjustments with the addition of a child to the family.	To predict changes and adjustments that will occur with the addition of a new family member.	PRACTICUM Have students interview a couple with a child. What adjustments were necessary? What aspect of parenthood was the most difficult, surprising, rewarding or detrimental to the marriage and to themselves as individuals? What effect did parenting have on the degree of stress on each member, on roles, economic status, leisure time, energy levels, and lifestyle? (I) Have students collect pictures of adults with children or observe television programs and commercials. What is the image of parenting that is portrayed? Does the media idealize parenthood or portray it realistically? (I)
4. Pregnancy and Birth Pregnancy and birth can be a rewarding experience if the marriage partners support each other in planning for and facing the challenges of their new roles and responsibilities as parents.		

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
• Prenatal Environment		
During the prenatal period, environmental factors affect the development and growth of the embryo and fetus. For this reason, health of the pregnant mother is extremely important.	To assess the environmental factors that could affect an embryo during pregnancy.	Lead a class discussion on how embryonic and fetal development could be affected by the following: spacing of pregnancies; viral diseases; mother's age; chemicals such as drugs; alcohol and tobacco; x-rays or radiation; diet--malnourishment or excessive weight; emotional state; genetic disorders. (B) Have students discuss (I) or research (A) the effects of environment during prenatal development, including fetal alcohol syndrome and addiction, miscarriage and stillbirth, birth defects and mental retardation.
	To examine dietary and medical needs of mothers during pregnancy.	Have a class discussion on the following practices: amniocentesis, genetic counselling, ultrasound. (I) Invite a prenatal instructor to class or have students collect information on the dietary and medical needs of mothers during pregnancy. Have them make up a monthly chart for indicating routines for exercise, rest, medical and dental attention and diet. (I) Have students examine cookbooks for recipes that would be excellent sources of the nutrients required by pregnant women. Revise some recipes so that they provide more of the necessary nutrients. (I)
	To examine the relationship between the emotional well-being of the pregnant mother and the child.	Have students examine current information suggesting that there is a relationship between the emotions of the mother and the child. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
• Sharing the Birth Experience		
Today many fathers are involved in the birth experience. By being enthusiastic, relaxed, and reassured about the pregnancy and the desire for a child, the father can play an important role in helping the mother adjust to the pregnancy.	To recognize that the psychological stress of pregnancy can best be overcome when parents share the birth experience.	As a class, discuss the statement made by child psychologists that when a father-to-be is completely involved with his mate in a pregnancy, he is more likely to be an involved father. When he takes part in preparation for birth (i.e., childbirth itself), he is more likely to enjoy and do a better job of fathering. (I) OR
	To evaluate the importance of the father in the birth experience.	PRACTICUM Have students interview couples who attended prenatal classes and/or shared the birth experience and compare their attitudes towards parenting. Have them discuss the ways in which the fathers were involved in parenting; e.g., making visits to doctor, helping mother with diet and exercise, and attending the birth. (I) Discuss: "Pregnant Husband Syndrome," "Paternity Leave," "The Importance of 'Communication' During Pregnancy." (A)
5. Role of Parent		
Understanding and meeting the needs of children involves a combination of knowledge, attitudes and skills.	To identify general child-rearing goals of parents.	Poll the class for responses to the statement, "I Hope My Child Will." Compile a list of suggestions. (B)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students give specific examples of goals of parents for their child, and discuss how parents could teach these goals; e.g., (A) . to be polite and considerate of others . to appreciate beauty and nature
	To examine the varied and often complex responsibilities involved in parenting.	Have students ask parents to identify what they consider to be their responsibilities towards their children. Have them compare responses and discuss the following parental responsibilities: (I) . to socialize the child . to maintain the health and safety of the child . to provide adequate education . to encourage eventual self-sufficiency . to guide behavior . to provide financial support . to provide emotional support
	To recognize that parental responsibilities include meeting the child's physical, emotional, social and intellectual needs.	Have students devise a "Bill of Rights for Children" and post on bulletin board. (I)
	To become aware that the various needs of a child are interrelated and are all equally essential to the well-being of the child.	As a class, discuss how meeting the child's physical, emotional, social and intellectual needs leads to self-actualization. (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To examine and evaluate alternative parenting styles.	Provide students with situations requiring parental action and, together with the students, discuss various ways of dealing with each situation and the possible results. Have students identify the three different parenting styles that should become evident: authoritarian, authoritative and permissive. Have them examine studies on these three different parenting styles. What are the effects on the children? (I) Have students discuss (I) or research (A) other parenting models such as the martyr buddy or pal, police or drill sergeant, teacher-counsellor and athletic coach models. Lead a class discussion on why consistency of parenting technique is likely more important than the parenting style adopted. (A)
D. FAMILY DYNAMICS The family is the basic unit of society that fulfills the physical, social, emotional and intellectual needs of individual family members.		
1. Roles, Responsibilities and Relationships In order to be a well-functioning family, each family member must assume responsibility for a variety of roles within the family unit.	To analyze various roles and responsibilities of members within a family unit.	Have students collect cartoons depicting family members in their traditional roles. Have them take an inventory of family roles and discuss who typically does these various tasks; e.g., washing dishes, cooking, maintaining car. (B)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students describe all the possible roles and responsibilities generally assumed by the following: mother, father, daughter and son. (I) Have them describe how and why stereotypical roles are changing. (I) As a class, discuss how the power structure of a family affects the roles and responsibilities within a family; i.e., one person may be the breadwinner and therefore expects to make all the financial decisions. Discuss what is meant by the "exchange theory of power." (A)
The roles and relationships of family members change as the family evolves.	To recognize that the family is a complex network of roles and relationships which changes as the family evolves.	Have students compare theories on the life stages of a family. (I) Lead a class discussion on the changes a family experiences as it evolves through the life stages. (I) As a class, discuss how the family changes with and/or is affected by the addition of a new baby, a grandparent or another relative to the household. (I) Have students describe typical relationships between parents and children, parents and grandparents, children and grandparents, and between siblings. (I) Discuss: "Birth Order." (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To discuss how family members can all contribute to the family unit and still maintain their individuality.	Have students create a "Bill of Rights for Parents" and compare it to the "Bill of Rights for Children." (I) Discuss: "Blood is thicker than water." (I)
2. Communication		
If family members are willing to build good communication skills and patterns, they are likely to form and maintain positive relationships with one another.	To analyze communication patterns and their effect on family relationships.	Have students listen to a taped conversation between parents and children or between spouses or role play a dialogue between family members. Have them analyze dynamics that may or may not set up communication barriers. (I) As a class, examine theories of how families communicate; e.g., Virginia Satir's styles of family communication: placater, blamer, computer, distractor. (A)
	To recognize communication skills necessary for expressing individual needs and desires within the family.	Have the students assess the following as positive communication approaches: (I) . reflective and active listening . open and closed responses . I-messages . family counselling . open communication lines

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
3. Conflict		
Conflicts develop between family members because of differences in attitudes and expectations. However, conflict can be used as a positive device to strengthen relationships when it is managed effectively through open and constructive communication techniques.	To analyze the cause of family conflict.	Have students role play conflict situations within a family; e.g., . borrowing things without permission from a sibling, . two people sharing a bedroom, . inconsiderate use of telephone or television Have students discuss the causes of conflict in each case. What occurs during the argument to heighten the conflict? What actions can help resolve the conflict? Have students discuss what is meant by "sibling rivalry." (I)
	To distinguish between productive and destructive conflict. To recognize the function of conflict.	Have students role play situations in two ways--one leading to destructive conflict, the other leading to productive conflict. In what ways do they differ? In what way do the participants feel differently in each situation? What purpose does the conflict serve to solve problems or release tensions? (I)
	To practice conflict management techniques.	Refer students to a "Miss Lonely Hearts" column that deals with conflict resolution. Have them discuss the techniques for dealing with conflict suggested in the column. (I) Have students write letters to a fictitious advice column and reply to letters as a class. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		In discussing the problem-solving skills as a process, consider the following steps: (I) 1. State the problem. 2. List possible alternatives. 3. Consider alternatives and their consequences. 4. Weigh values, needs, resources. 5. Make the decision, and act on it. 6. Evaluate the choice. Using this process technique, have students resolve problems such as the following: (A) . parents and children disagreeing on curfew . a child skipping school Assist students in examining ways in which individuals can learn to control their anger. (A)
4. The Lasting Family A family is more than just a sum of its parts. Through mutual trust, respect, sharing, flexibility and empathy, a group of individuals can build strong and cohesive family relationships while working towards their own unique group identity.	To develop techniques for establishing and building lasting family relationships.	PRACTICUM Have students interview families believed to be happy or satisfying family relationships or poll the class asking participants to identify "Attributes of a Satisfying Family Life," and discuss responses. Suggestions might include the following: (I) . caring and loving interaction . positive role models . sharing responses between family members

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES

Record student suggestions for how relationships within families can be strengthened. Have students consider the following possibiliites: (I)

- spending nights at home with each other
- establishing new and special family traditions
- planning special family outings
- setting family goals

XXVIII. MAJOR CONCEPT: The Changing Family

MAJOR OBJECTIVE: To understand the factors that cause change in the family

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. SEPARATION AND DIVORCE		
Separation and divorce are major family crises. They are painful and depressing processes leading to an uncomfortable upheavel in the family composition and structure followed by a lengthy period of adjustment.	To identify factors contributing to separation and divorce.	Have students examine research which cites factors contributing to the incidence of divorce, such as the following: (I) . socio-economic differences . duration of marriage . loss of mutual respect and commitment
	To discover the legal issues associated with divorce.	PRACTICUM Have students interview a divorce lawyer or invite a divorce lawyer to class to discuss the legal aspects involved in the divorce process. The following dimensions are to be considered: (B) . separation agreement . arrangements for and custody of children . divorce procedure Have students compare the legal process of divorce to the legal process of marriage; e.g., expenses involved. (B) Discuss: "Would stricter requirements for obtaining marriage licences help to lower the divorce rate?" (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
Divorce is a process not unlike the experience of bereavement. A divorced person suffering the death of a relationship undergoes a period of grief and mourning.	To analyze the impact of divorce on families.	Invite a counsellor or religious leader to class to discuss the impact of divorce on the family. Have students consider the following dimensions: (I) . psychological effect on spouses and children . community attitude and support . financial impact PRACTICUM Have students interview divorced individuals and discuss adjustments involved in rebuilding a life after divorce. The following issues are to be considered: (I) . responsibilities of being a single parent . coming to terms with the break-up of the family unit . rebuilding self-esteem following a divorce Have students identify community groups that help children, youth and adults adjust to divorce; e.g., self-help groups, counselling services, religious organizations. (I)
Understanding and coming to terms with the divorce of parents is a long and difficult process for children.	To recognize perceptions and reactions that are common in children when parents are moving towards separation and divorce.	PRACTICUM Have students interview child psychologists and family counsellors, asking them to discuss feelings and reactions that are common responses of children to divorce. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Discuss: "Divorce is one of the most serious and complex mental-health crises facing children today." (A)
	To identify strategies to help children cope with divorce.	In discussing how parents, teachers and friends can help children adjust to divorce, consider the value of the following actions: (I) • giving children reassurance and love • helping children to face the issue of being honest with them • offering non-verbal warmth (cuddling) • allowing children to express their feelings through play
		Discuss "A child's adjustments to divorce is dependent upon the adjustment of the parents involved." (A)
B. REMARRIAGE		
The term remarriage applies to a number of different situations. It may follow divorce or bereavement or both and may or may not involve children.	To examine the changing trends in remarriage today.	Have students define: "blended" or "reconstituted" families. (B) Instruct students to examine statistics on the types, frequency and success of remarriage. (I)
	To assess the adjustments associated with remarriage. To examine factors that affect successful adjustment to remarriage.	PRACTICUM Have students interview individuals who have remarried. What types of adjustments are necessary and what factors affect the ease of adjustment? Have students discuss the following adjustment factors: (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		• the children--their ages, acceptance of divorce or death of one parent, acceptance of step-parents • whether singlehood is the result of widowhood or divorce • acceptance by friends and family of the remarriage • age of partners As a class, discuss the considerations to be taken into account before individuals remarry. Are they the same or different than those applying to first marriages? What is different between first and subsequent marriages? (I) Discuss: "The realities of step-parenting." (I)
C. AGING		
Because of society's myths and stereotypes of old age, many people dread old age. However, by changing society's views of elderly people, all individuals can look forward to the changes and opportunities accompanying advancing age.	To become aware of stereotypical attitudes towards aging.	Compile a student list of words commonly used to describe the elderly, such as old fogie and senior citizen. Have students discuss how grandparents and other aged people are portrayed by the media. How accurate is the portrayal of "the gray-haired grandparent sitting in a rocking chair with very small children?" (I) Have students identify media advertisements that make comparisons between youth and advanced age. What message does the media give about growing old? (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students divide pages in half, and ask them to write a list of "Myths About Aging" on one side of the page and "Facts About Aging" on the other. Have them compare the lists and discuss why these myths exist. (A)
	To recognize the efforts that can help to overcome stereotypical attitudes towards elderly people.	Lead a class discussion on ways to change society's attitudes towards aging, considering the following options: (I) . more accurate portrayal by media . more consumer efforts to recognize old people as important members of society . increased use of aged people as volunteers or paid employees
For some people, having to leave productive and financially rewarding work and accepting the physical process of aging is a difficult adjustment. Others, however, look forward to being active, vital participants within the community and their own families during their later years.	To become aware of the physical and emotional aspects of aging and retirement.	PRACTICUM Have students interview an elderly person or a doctor specializing in geriatrics about the emotional and physical problems associated with aging. Discuss responses in class. (B)
	To recognize that there are both rewards and limitations of aging.	Have students differentiate between "alienation" and "aloneness." (I) Instruct students to investigate the effects of retirement and aging on the individual and the marriage relationship. Is there a difference in the ease of adjustment between men and women? between women who have worked outside the home and those who have not? Why? (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Lead a class discussion on what action can be taken early in life to prepare for aging and retirement; e.g., developing interests and social contacts to be pursued during retirement. (I) Discuss: "Patterns of social adjustment established in the early stages of adult life are related to general satisfaction later in life." (A) Discuss: "Becoming a grandparent is one of the most significant moments in a person's life." (A)
The life of elderly people can be enhanced by creating attractive places for them to live in and by allowing them to adopt worthwhile roles that enable them to continue to live satisfying and productive lives.	To <u>recognize</u> the necessity of meeting the growing needs of the elderly.	Display a graph indicating the growing population of the aged and make predictions for the future. Why are the numbers of the aged growing? Invite a director of a senior citizens' home to class to discuss why it is important to meet the needs of the growing old-age population. (I) Include the following concepts in the discussion: . As a result of improved health, the aged are still capable of contributing to society, both physically and intellectually. . An increasing number of people are working long after the age of retirement or retiring long before the official age of retirement. . The elderly will be better educated and have a greater income in the future.

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students define: "gerontology" and "geriatrics." Why is this area of study growing in importance? (I) Assign research projects on careers related to the elderly. (A)
	To become aware of community services that are required to meet the needs of elderly people.	As a class, discuss the efforts that are being made by society to meet the growing needs of elderly people. (I) Have students discuss how individuals can help change attitudes and generally improve the quality of life for the aged; e.g., (A) . Work for a recognition of the equal rights of the elderly. . Get to know and visit an elderly person; e.g., "adopt-a-grandparent."
Major familial and social changes result in significant adjustments for the individuals and families involved.	To recognize and research critical situations that affect the family.	Have students discuss (B) and research (I) any of the following situations that could cause change and emotional upheaval in a family. (Topics can be dealt with either within the curriculum context or as separate areas of discussion.)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES

Situations to be considered include the following:

- death and dying
- unemployment
- divorce and separation
- remarriage
- illness--physical, mental
- physical handicaps
- pregnancy--unwanted, teenage, unmarried
- political, societal or natural occurrences such as wars or natural disasters
- child abuse
- substance abuse
- increased mobility
- suicide
- homosexuality
- runaway involvement
- criminal involvement
- family violence
- hospitalization
- desertion
- adoption
- infertility

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